

# PUBLIC EDUCATION



Vol. 4, No. 9 MONTHLY BULLETIN OF THE DEPARTMENT OF PUBLIC INSTRUCTION May 1937

## SCHOOL LEGISLATION

Professional and Lay Leaders  
Cooperate With General Assembly  
in Advancing Educational  
Measures

### Score of Bills Under Consideration

The excellent cooperation of school officials, patrons, and citizens in behalf of constructive school legislation during the current Session of the General Assembly is resulting in the definite advancement of many desirable education Bills. A continuation of this encouraging progress can be assured only by the continued active efforts of superintendents, administrators, and others who occupy key positions in the field. By keeping all interested persons constantly informed as to the provisions and educational implications of these Bills, much can be done to promote the future progress of public education in the Commonwealth.

In previous issues of the Pennsylvania Public Education Bulletin, the following Bills were reviewed for the information of all concerned with the educational legislative program in Pennsylvania:

1. Merging of Small School Districts ..... H-114
2. Defining "College" ..... H-565
3. Powers and Duties of the State Council ..... H-745
4. Stenographic and Clerical Services for County Boards of School Directors ..... H-749
5. Transportation of Pupils ..... H-793
6. Debt Limitations in School Directors ..... H-1005
7. Extension Education ..... H-1125
8. Outlining Desirable Activities for the Public School Program ..... H-1126
9. Limiting the Number and the Salaries of Assistant County Superintendents ..... H-1127
10. Teacher Certification ..... H-1158
11. Powers and Duties of Superintendents and Principals ..... S-144
12. Attendance, School Term, Medical Inspection ..... S-158
13. Approval of New Buildings and Sites ..... S-178
14. Nursery Schools, Junior Colleges, Additional Courses in Teachers Colleges ..... S-191
15. Teacher Tenure Bill ..... S-369

Following are brief accounts of Bills which have been introduced later, and which relate to educational service in the Commonwealth:

(Continued on page 3)

## INSPIRING INSCRIPTIONS ADORN SCHOOLS

Pupils Constantly Encouraged by Stimulating Slogans

THE PAST SPEAKS TO THE PRESENT

DR. LESTER K. ADE  
Superintendent of Public Instruction

As old as the proverbs themselves is the custom of people to teach by precept, and the variety of inscriptions on the school buildings of the State bear convincing testimony to the fact. The influence of this custom is seen in many parts of Pennsylvania where the educators and citizens of the communities have adorned their educational buildings with appropriate mottoes culled from a variety of sources—ancient, medieval, and modern. While there may be a quality of antiquity in some of these maxims, it is inevitable that they challenge and stimulate the alert minds of pupils as they come in daily contact with them.

The motives that prompt the use of these slogans on school buildings in the State vary. Some are used in memory of an individual, others are purely inspirational. Some are patriotic and still others

suggest some of the major educational objectives of public education. One of the most frequently used mottoes is "Enter to Learn, Leave to Serve." Another one that is frequently seen on the school buildings of Pennsylvania is "Learn to Live and Live to Learn."

A partial survey of these interesting legends on schools in various parts of the State reveals more than 100 of definite significance. For convenience, the inscriptions compiled from the survey have been arranged under three headings as follows: Quotations from the Scriptures, Quotations from the Classics, Scholastic Quotations, and Patriotic Quotations. In addition to these several types, many of the inscriptions can be classified only as miscellaneous.

Following is a partial list of inscriptions found on the school buildings in Pennsylvania:

### A. QUOTATIONS FROM SCRIPTURE

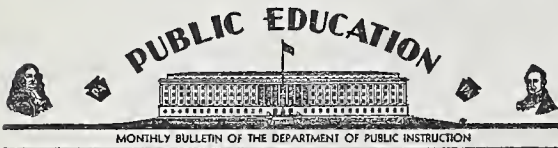
Number	Inscription	District
1	Know the truth—the truth shall make you free	Reading
2	Hear Instruction and be wise and refuse it not	
3	Seek Knowledge—Possess Wisdom	Tyrone
4	Take fast hold of learning, it is thy life	Coatesville
5	Not by might nor by strength but by my spirit	Erie
6	Wisdom is better than rubies and all the things that may be desired are not to be compared to it	Uniontown
7	Where there is no vision, the people perish	Lancaster
8	Get Wisdom and understanding	Lebanon
9	Remember now thy Creator in the days of thy youth, while the evil days come not, nor the years draw nigh, when thou shalt say, I have no pleasure in them	
10	Give instruction to a wise man, and he will be yet wiser; teach a just man, and he will increase in learning	Kingston
11	Lead me in thy truth and teach me—study to show thyself approved unto God	Williamsport
12	And gladly would he learn and gladly teach	Springfield Twp.
13	With all thy getting, get understanding	Philadelphia

### B. CLASSICAL AND SCHOLASTIC QUOTATIONS

Number	Inscription	District
14	Labor and Learn	Rochester
15	Knowledge Progress—Strength for thy daily task	Reading
16	The head, the hands, the heart	Steelton
17	It is the mind that makes the man (Ovid)	
18	Self conquest is the greatest of victories (Plato)	

(Continued on page 17, Column 1)





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## PERSONNEL CHANGES

### LEWIS F. ADLER

Lewis F. Adler, of Harrisburg, has been appointed to the position of Assistant Legal Clerk in the Bureau of Administration and Finance of the Department of Public Instruction.

Mr. Adler received his elementary school education in Philadelphia and his secondary school preparation in Harrisburg where he pursued the academic curriculum and graduated in 1925. His higher education was in the field of law which he studied at Dickinson College and Law School from 1926-1932. He was granted the A.B. and LL.B. Degrees in this Institution.

Since completing his work at Dickinson College, Mr. Adler has been associated with merchandising firms and public corporations. Since 1933 he has practiced law in Harrisburg.

### ELMER T. BOLLA

Elmer T. Bolla of McAdoo, Schuylkill County, who has been serving as library assistant in the Department of Public Instruction, has been promoted to the office of Law Librarian in the State Library and Museum. Mr. Bolla's educational record includes eight years in the McAdoo elementary school and three years in the secondary school of Hazleton from which he graduated in June, 1926. His professional work was taken at the University of Pittsburgh, where he earned the B.A. Degree in 1930, and at the Dickinson Law School, from which he received the L.L.B. Degree in 1933. As law librarian, he succeeds Joseph B. Feldman of McKeesport, who is now practicing law in that city.

## Airplane Modeling Develops Character

### Carefulness, Patience, and Initiative Among Traits Derived from Popular Activity

#### LESTER K. ADE

#### *Superintendent of Public Instruction*

It is estimated that more than 30,000 boys in Pennsylvania are enrolled in various model aircraft clubs, constructing model planes and competing with one another in flying them. This popular activity develops positive character traits and constitutes a valuable preparation for boys. In building and flying model aircraft they develop carefulness of workmanship, patience, attention to detail, persistence, inventiveness, research ability, reliability, and initiative.

There are many other reasons why model aircraft building and flying are valuable activities in the public schools, he pointed out. It develops sportsmanship, provides an interesting hobby and recreational activity for the boys' leisure time, and leads to an interest in aviation that may eventuate in a boys' employment in aviation work as a life activity. A pride of workmanship which will be invaluable to a boy in whatever field he may choose as his life occupation is developed by this activity, and an interest in different fields of knowledge is awakened.

The Office of Education at Washington has issued a new bulletin which gives a brief history of the development of aviation, discusses aviation courses available in the public schools, lists and describes different types of occupations in the field of aviation, and indicates the conditions under which aviation training courses may be effectively established and operated.

## Department Bulletin Joins Educational Press Association

### Becomes One of 100 Members of National Organization

Pennsylvania Public Education, the monthly bulletin of the Department of Public Instruction, which has been issued monthly since 1933, has been accepted as a member of the Educational Press Association of America.

This Association, organized more than forty years ago for the mutual exchange and improvement of periodicals, is composed of publications issued for the promotion of education. Annual conventions are held by members for the purpose of developing policies relating to content, format, and other aspects of education publications. Member publications represent not only every major department of educational activity but practically every state in America.

Among the educational interests represented by periodicals in the Association are state departments of education, professional organizations, teacher education, character and citizenship, commercial instruction, administration and supervision, research, psychology and mental hygiene, libraries, rural schools, vocational education, international journals, and various departments of the curriculum.

## COST PER PUPIL

### Complete Education Service Averages \$96.18 a Year

#### Costs Range from 12c to \$1.10 a Day

A survey covering some 300 cities, according to the Office of Education at Washington, reveals that the average cost per pupil per year is \$96.18, and that the amount spent for education ranges from 12c a day in some cities to \$1.10 a day in others.

It has been found that the average cost of \$96.18 per year for a pupil's education covers the following expenditures:

INSTRUCTION .....	\$74.82
Teachers, supervisors, textbooks, libraries, supplies.	
OPERATION.....	\$ 9.27
Janitors, engineers, fuel, light, water.	
MAINTENANCE.....	\$ 3.29
Repairs, replacements.	
ADMINISTRATION .....	\$ 3.00
School board, superintendent, attendance officers.	
SPECIAL SERVICES.....	\$ 5.80
Transportation, doctors, nurses, rent, insurance.	



SCHOOL LEGISLATION

(Continued from page 1, col. 1)

STATE TAX ON STORES

*House Bill Number 228*  
*Introduced by Messrs. Patterson and Stank*

This measure imposes an annual license tax for the privilege of maintaining or controlling within the Commonwealth any store or stores. The Bill provides a graduated scale of taxation ranging from \$1.00 for a single establishment to \$500.00 for each store in excess of 500 owned by the same organization.

The revenue to be derived from this tax are earmarked for payment into the State School Fund, to be transferred therefrom to the Department of Public Instruction and used for the increasing of teachers' salaries in districts of the fourth class.

Under the existing law, elementary teachers in these districts receive only \$100.00 a month. More than 9,000 of these teachers receive only \$800 or less; and a total of 13,000 receive less than \$1,000.

REVISION OF VOCATIONAL EDUCATION ACTS

*House Bill No. 1569*  
*Introduced by Messrs. Harkins and Boies*

The main purpose of this Bill is to change the Vocational Act of 1925 in order to meet the anticipated provisions of the George-Deen Act. Under the provisions of House Bill Number 1569, subsidies will be made available for vocational distributive occupational education. This form of instruction is designed for the special preparation of workers, both managers and sales persons, for employment in retail and wholesale stores and other forms of distribution of goods and services.

The Bill also authorizes the establishment of State, regional, and county vocational schools and classes. The definitions of "vocational evening class," "part-time schools or classes," and "public service school" are revised by the terms of the Bill to facilitate the operation of its provisions to the best interests of vocational education.

ACCEPTING FEDERAL VOCATIONAL EDUCATION GRANT

*House Bill No. 1449*  
*Introduced by Mr. Robinson*

The provisions of this Act are designed to extend vocational education in Pennsylvania by making it possible for the State to accept the allotment made to this Commonwealth under the provisions of the George-Deen Act passed by Congress in June 1936. According to the new Bill, Pennsylvania will receive certain Federal appropriations for salaries and travel of teachers of the various vocational fields—agriculture, trades and industry, home economics, and distributive occupations—as well as moneys for the preparation of vocational teachers.

The funds to be received by the Commonwealth under this Bill shall be accepted by the State Treasurer and distributed in accordance with the recommendations of the State Council of Education which is designated as the State Board of Vocational Education. This body is also authorized by the Bill to develop plans for the expansion and administration of the vocational education program in Pennsylvania, including the preparation of teachers.

SUPERVISOR OF SPECIAL EDUCATION

*House Bill No. 1765*  
*Introduced by Mr. Burrows*

This Bill provides that in each county there may be chosen a public school psychologist whose duty it will be to examine and investigate the abilities, disabilities, and needs of the exceptional children in schools for the purpose of making recommendations concerning the instruction of such children, and to supervise such instruction. It will also be the duty of the psychologist, upon request by the Judge of the Juvenile Court, to make recommendations to the Judge concerning any child who is a resident in a school district that is under the jurisdiction of the county superintendent of schools.

He will also assist the county superintendent in the preparation, administration, and interpretation of examinations for promotion or graduation when so directed by the county superintendent.

DEFINING COSTS OF TUITION

*House Bill No. 1766*  
*Introduced by Mr. Mellott*

This Bill proposes only a slight change in the present provisions of the School Law on the computing of costs of tuition under its term. Districts would hereafter be permitted to include within the costs charged for tuition, expenditures for library books furnished to school libraries, repair and replacement of typewriters and school apparatus, such supplies as are under the present Law designated as school supplies of the second class, and depreciation charge on the building.

REVISING BASIS OF REIMBURSEMENT FOR TUITION

*Senate Bill No. 558*  
*Introduced by Mr. Ruth*

This Bill would alter the present method of computing the amount of reimbursement to the several school districts for tuition costs. It sets up the following schedule of reimbursement of districts on the basis of true valuation per teacher of assessable property as follows:

Assessable Property Per Teacher	Rate of Reimbursement to Districts
\$25,000 or less.....	60%
\$25,000 to \$50,000.....	55%
\$50,000 to \$75,000.....	50%
\$75,000 to \$100,000....	45%
\$100,000 to \$150,000...	40%
\$150,000 to \$200,000...	35%
\$200,000 to \$250,000...	30%

WITHHOLDING APPROPRIATIONS

*Senate Bill No. 559*  
*Introduced by Mr. Ruth*

It is the purpose of this Bill to authorize and direct the Superintendent of Public Instruction to withhold any appropriation due to any school district which has failed to submit to the Department of Public Instruction any report required by the Department. It has frequently been found that information which is highly essential to the proper conducting of the business of the Department has been seriously hampered, and other school districts have been inconvenienced because of the negligence of districts in transmitting the information which the Department has requested. It is be-

lieved that this Act will remedy this trouble and will thereby greatly increase the efficiency of the Department in conducting its business, and will also result in a corresponding efficiency in the administration of the public school program throughout the Commonwealth.

DEFINING DUTIES OF SECRETARIES OF SCHOOL BOARDS

*Senate Bill No. 608*  
*Introduced by Mr. McGinnis*

This Bill redefines and clarifies the duties of secretaries of boards of school directors. Under the present provisions of the School Law, confusion and conflict frequently arise when boards of school directors disregard the district superintendent by transacting through the secretary important items of business which should properly be conducted under the direction and guidance of the superintendent.

This Bill does not seek to diminish the importance of secretaries, but aims rather to coordinate their activities more closely with the policies of the superintendent, who is and ought to be the real executive head of the school system.

REIMBURSING FOURTH CLASS DISTRICTS ON ACCOUNT OF SALARY INCREMENTS

*House Bill No. 1818*  
*Introduced by Mr. Achterman*

This Act provides for an appropriation to the Department of Public Instruction for reimbursing fourth class school districts upon certain increases of salaries of elementary teachers. This appropriation, amounting to a maximum of \$3,000,000, is to cover these additional expenditures of fourth class districts for the two-year period beginning June 1, 1937.

The revenue for this appropriation is to be derived from the tax on stores in the State, as provided in House Bill No. 228; the making of this appropriation is tantamount to the passage of this latter measure.

ADDITIONS TO MINIMUM SALARIES IN FOURTH CLASS DISTRICTS

*House Bill No. 1978*  
*Introduced by Mrs. Horting*

It is the purpose of this Bill to provide that hereafter each teacher in districts of the fourth class shall receive at least \$1,000 a year. Beginning with the school year 1938, all teachers of both elementary and secondary schools in districts of the fourth class would be given small annual increments.

At present secondary school teachers receive a minimum annual salary of \$1,170; and elementary teachers a minimum annual salary of \$800 per year. Neither the secondary school nor the elementary school teacher in fourth class districts receives any increments by mandates of the present Code.

This measure is sponsored by the Administration and is in line with the Governor's policy of assuring living wages for all who serve the Commonwealth.

There are more than 13,000 teachers in the elementary schools of the fourth class districts who will be benefited by this Act.

(Continued on page 4)



## SCHOOL LEGISLATION

(Concluded from page 3)

All of these are now receiving less than \$1,000 a year, and more than 9,000 of them are receiving less than \$900 a year.

This forward-looking proposal will inevitably tend to provide better instructional service to the children of the Commonwealth, not only by raising the professional morale of teachers already in service, but by attracting persons of superior quality into the profession.

Funds to finance the increments provided in this measure are to be derived from the Stores' Tax which is being legislated for this purpose.

### TENURE BILL FOR TEACHERS COLLEGES

*Senate Bill No. 637  
Introduced by Mr. Ruth*

This Bill seeks to accomplish for professional employes in the State Teachers Colleges the same benefits as are given by the Tenure Bill for professional employes in the common schools. (Senate Bill No. 369, introduced by Mr. Mundy.) These provisions have been incorporated in a separate measure because of the difference between the nature of these institutions and that of the common schools. The teachers in the common schools are employed by Boards of School Directors, who except in cities of the first class, are chosen by electors of the district; whereas, the professional employes of the teachers colleges are chosen by Boards of Trustees appointed by the Governor.

The method provided for dismissal is essentially the same as that in the Tenure Bill for common schools. No contract could be terminated under the provisions of this Bill except after the filing of definite charges and the careful hearing of complaints. Appeal, however, if any, is to be taken to the State Council instead of to the Court of Common Pleas.

### COMPANION BILL ON TRANSPORTATION

*Senate Bill No. 638  
Introduced by Mr. Ruth*

This is a companion measure to House Bill No. 793 on transportation, and is presented for the purpose of clarifying the provisions of that Bill insofar as they apply to the merging of school districts. Since this latter measure is not a part of the present School Code, a separate Bill is required.

House Bill No. 793 sets a standard for the transportation of pupils in districts where a school has been closed for lack of attendance; also when the distance to be traveled exceeds certain specified limits and when children reside in a district in which no secondary school is provided.

### REVISION OF VOCATIONAL EDUCATION AND ADJUSTMENT ACT

*Senate Bill No. 885—Introduced by Mr. Ruth*

*(Present Vocational Education Act No. 426 Revised)*

The main purpose of this Bill is to establish and conduct as the needs require, special, vocational, trade, industrial, and com-

mercial classes and adjustment offices in co-operation with school districts and other agencies, in fitting youth over sixteen for employment. Such education, preparation, and adjustment is designed to enable these persons to enter, re-enter, or continue employment under changing conditions. The Bill further provides that from appropriations to be made under its provisions, and from those of the Federal Vocational Education acts, the necessary teachers and supervisors shall be employed to carry on this program of vocational preparation and adjustment.

Schools and classes established and maintained under this new Act shall not replace any vocational school established in districts under P. L. No. 138 approved May 1, 1913, unless a district shall become unable to continue its classes under that law.

Expenditures from State and Federal funds for the salaries of teachers in the schools and classes that shall operate under this Act are specifically limited as follows:

First class districts, not more than \$10,000 a year

Second class districts, not more than \$5,000 a year

Third class districts, not more than \$2,500 a year

Fourth class districts, not more than \$600 a year

In cases where a district assumes the responsibility of providing educational rehabilitation to eligible persons from another district, these limits of Federal and State appropriations for salaries of teachers may be extended in accordance with an equitable schedule stipulated in the Bill.

There is also provision in the Bill for an appropriation of \$100,000 to the Department of Public Instruction for the purpose of carrying out the requirements of the same. The Bill, if enacted into law, would remain in force from June 1, 1937 to May 31, 1939.

### LEGISLATION AFFECTING LICENSING OF PROFESSIONS AND TRADES

*No. 859—Introduced by Mr. Sarraf*

An Act to amend the law relating to the right to practice medicine in Pennsylvania, by changing the requirements of medical educational institutions.

*No. 914—Introduced by Mr. Bierly*

An Act to require the Department of Public Instruction to collect past due fees and penalties before issuing renewal licenses or registration certificates to persons engaged in professions, trades or occupations.

*No. 915—Introduced by Mr. Reising*

An Act to authorize the Department of Public Instruction to fix the annual expiration date for licenses and registration certificates for professions, trades and occupations.

*No. 962—Introduced by Mr. Boies*

An Act to further amend clause (a) of Section 1304 of the Administrative Code, by extending the powers of the Department of Public Instruction in reference to Pre-Professional education.

## COLLEGE CONDITIONS

### Trends in Enrollment Faculties, Degrees, and Finances

An historical summary of important items relating to higher education for the period 1900-1934 presents significant information concerning enrollments, faculties, degrees, and costs.

College enrollment during this thirty-four year period rose from 237,000 in 1900 to 1,055,000 in 1934 or 344 percent. Enrollments in teachers colleges show a much slower rate of increase. In 1900 there were ninety-one student teachers for each 100,000 of population; at the end of the period there were 132 such students to each 100,000 population or less than 90 percent increase. This relatively smaller increase of student increase as against general college students may be attributed to the fact that the number of recruits each year is much less than formerly needed. Because of an increase in the average tenure; and to the fact that many student teachers secure their preparation in liberal arts colleges and universities.

The percent of secondary school graduates entering college since 1900 has decreased. In 1900 the ratio was one college student to two secondary school students; in 1934 it was one college student to six secondary school students. The rise of the junior college in America has been remarkable. In 1918, when the first records of these institutions were compiled there were forty-six junior colleges with an enrollment in excess of 65,000.

There is an increasing number of women attending higher educational institutions—the ratio now being three men to two women.

Reductions in the faculties of colleges were slight in comparison during the biennium 1932-1934, there was a general falling off in enrollment both in general colleges and teacher education institutions. However, the reductions in the faculties during this period were slight in comparison with the decrease in enrollments. At the beginning of the biennium there were 88,000 on the staffs of these institutions; at the end there were 87,000.

The number of degrees awarded after the same two-year period, likewise, shows a decrease of 1.4 percent in baccalaureate degrees, 5.6 percent in master's degrees; and 2.9 percent in doctor's degrees. In 1932, approximately 136,000 first degrees were conferred; 18,000 master's; and 2,800 doctor's. There were also 1,280 honorary degrees conferred. During the 1932-1934 period the financial programs of higher institutions of learning reveal a reduction of 14 percent in receipts, and 12 percent in expenditures. The decrease in capital outlay among these institutions amounted to 70 percent.

The aim of education is not merely to continue a social order, but to mold it; not merely to adapt the individual to it, but to train the individual to change both the social order and himself to the ideal of what the social order is not, but ought to be.



## APPROPRIATIONS ALLOTTED FOURTH CLASS DISTRICTS

### Annual Reports Checked

CLARENCE E. ACKLEY  
*Director Bureau of Administration  
and Finance*

The Bureau of Administration and Finance in the Department of Public Instruction has completed the calculations of the regular allotments to fourth class districts for the first payment of the current calendar year. State appropriations for this instalment amount to \$4,370,000. In addition to this amount, State appropriation checks were mailed to school districts as follows: for transportation, \$982,626; for vocational education, \$806,381; and for secondary school tuition, \$43,520.

The checking of the annual financial reports from the 2582 school districts of the Commonwealth constitutes a major responsibility in the School Business Division of the Department of Public Instruction. The examination and checking of these reports have just been completed for the last school year.

## SALARIES OF SCHOOL EMPLOYEES STUDIED

### Report Reveals Wide Range

DONALD P. DAVIS  
*Chief Division Child Accounting  
and Research*

A report just completed by the Department of Public Instruction indicates that the salaries of school employees, including teachers, supervisors, and principals, vary with the size of school districts as well as with the class of employees. It is also clearly evident from the study, which is based on salaries paid during the past decade as compiled from the reports submitted by superintendents, that salaries fluctuated widely during these years.

Salaries of elementary and junior secondary school teachers reached their peak in the school year ending 1933, a few years after the economic depression started. The median salaries of elementary school teachers were higher in 1936 than in 1928, but much lower than the salary paid in 1933. The median salary of junior secondary school teachers was \$1,879 in 1928 and \$1,967 in 1936. The highest salary paid was \$2,104 in 1933.

The salaries paid to other secondary school teachers did not follow the same general trend as those of the elementary and junior secondary school teachers. The salaries of the former reached their peak in 1929 and continued to decline to 1935. The salaries paid in 1936 were 9.8 per cent higher than the salaries in 1935 but 9.7 per cent less than those paid in 1928.

Conclusions from the survey are both interesting and significant, for they are based on data covering 2,582 school districts comprising 57,769 teachers, 818 supervisors, 2,487 principals, and 598 supervising principals. From such a wide and all-inclusive base, the report shows that the median salaries paid in most school districts are higher than those prescribed by law.

Salaries of teachers in school districts of the third class, those having populations from 5,000 to 30,000, tend to increase as the population of the districts increase. While

## Parent-Teacher Association Goals

Membership, Finances, Publications, Programs, Policies, and Organization Require Preparatory Planning

The current issue of "The Pennsylvania Parent-Teacher" outlines a program of eleven goals that are considered as basic and essential to the success of the 1,000 or more local Associations in Pennsylvania.

These Eleven Goals follow:

1. An opportunity given to every adult to recognize his school and community responsibility through membership in the local unit and to share in the work of the group through financial support and personal service.
2. Every member an active participant in some conference or study group within the organization.
3. Members enrolled according to the State plan, and the State and national apportionment of dues for every enrolled member paid to the State Treasurer.
4. The financial program of the unit under the direction of an approved budget.
5. Contents of the Local Unit Package, the National Parent-Teacher Magazine, and the State Bulletin, used by officers and chairmen in the preparation of the program and the regular work of the Association.
6. Congress publications and current Congress Library made available to members and to the public through a bookshelf or library.
7. The entire year's program planned in advance, based upon Congress objectives, and including integrated activities and projects.
8. Publicity under the local chairman carried forward according to State and national plans.
9. Study groups in subjects relating to childhood and youth from infancy to maturity.
10. The organization kept free from partisan, sectarian, or commercial interests, and its business conducted by simple parliamentary procedure based upon by-laws approved by the State branch.
11. Loyalty to council, district, State, and national organization maintained through representation and participation in the entire Congress program.

the median salaries of junior secondary school teachers for the whole State are higher than those of other secondary schools, the reverse is true for communities having populations from 5,000 to 30,000. The largest variations in salaries of teachers and supervising officials are between population groups from 1,000 to 5,000 and those from 5,000 to 10,000. There is also a notable variation of salaries between population groups from 25,000 to 30,000 and 30,000 to 500,000.

## PLAYGROUNDS AFFORD VITAL EDUCATION

LESTER K. ADE

*Superintendent of Public Instruction*

A well kept, well equipped, and well supervised playground is an indispensable adjunct to the modern school plant. Frequently neglected, school playgrounds merit special consideration, for on them through recreational pursuits, are learned sane and healthful living, teamwork, fair play, courage, honor, and sportsmanship. The Great Wellington said, "The battle of Waterloo was won on the playing field of Eton." Obviously, the ideal location for these is in the center of the present and future population of the community, and as near as possible to the geographical center. If it is well turfed all the better, for cinders and clay are objectionable playground surfaces. So too is natural ground better than filled-in ground. It is important that the playground drain rapidly so as to be usable without extended interruptions.

Diversified and ample facilities for sports and games should be provided in order to permit pupils to choose their favorite events. Obviously, baseball, tennis, outdoor hand ball, field hockey, outdoor basketball, jumping pits, soccer, track, football, and lacrosse, should be made generally available. Separate space should be provided for small children when conditions warrant.

—From an Address

## I AM THE SCHOOL TAX

*I dispel the tempests of ignorance which threaten calamity to community and nation.*

*I build temples wherein the wisdom of ages is passed on to citizens of the future.*

*I am the means of bringing the Light of Learning to all the children of all the people that democracy may thrive.*

*I give to boys and girls of poor and rich alike the services of trained teachers who show them the way to self-dependence and self-realization.*

*I provide laboratories, libraries, and classrooms where the scientist, the statesman, the minister, the teachers of tomorrow, find their strength.*

*I build the bulwarks which stem the tides of crime.*

*I shape the key of intelligent public opinion which unlocks the doors to economic, political, and social stability.*

*I am at once the guardian ruler and the servant of the world's greatest power and hope—education.*

*I insure the rights of childhood.*

*I am the school tax.*

—Nebraska Educational Journal



## EDUCATION MOVES FORWARD

### Pennsylvania's Schools Advance on Score of Fronts

DR. LESTER K. ADE

*Superintendent of Public Instruction*

Consistent progressive advancements are being made in the school system of the Commonwealth. On practically every important educational front forward movements are evident—elementary and secondary instruction, teacher education, administration, school plant construction, extension service, reorganization of districts, vocational education, and genuine morale of schoolmen, pupils, and other folks in the State.

This substantial progress which is resulting from the active cooperation and interest of school and lay people in every part of Pennsylvania redounds to the educational benefit of the individual learners, and through them to the welfare of the entire Commonwealth.

Even a casual survey of recent educational achievements in Pennsylvania reveals more than a score of definite forward steps in the development of a progressive program. Following are some of the accomplishments:

1. Developed a definite program of public education for Pennsylvania comprising a common philosophy, present plan, and advancing frontiers.
2. Effected sixty-one consolidations of schools in 1935-1936 thereby enriching and enlarging educational offerings to many rural districts. Total consolidations to date: 860.
3. Established visual education as a requisite to the preparation of every public school teacher.
4. Introduced courses in teachers colleges for preparation of teachers of handicapped children.
5. Set up requirements of at least three years of post secondary school education for new teachers.
6. Completed almost 200 building projects in a two-year period at a cost of approximately \$50,000,000.
7. Plans for 600 new and reconstructed school building projects were reviewed by the Department of Public Instruction in the same period.
8. 250,000 out-of-school youth were provided continuous education in 1936 through extension services.
9. Added 60 new vocational agricultural departments to secondary schools in 1935-1936.
10. Seventy-three school districts have organized special classes for handicapped children.
11. Reduced number of one-teacher schools from 10,000 in 1920 to approximately 5,000 in 1936.
12. Provided official inspection by competent officials of all vehicles in State used to transport school children, and set up standards for drivers, operation practices, and construction of conveyances. Developed transportation facilities to a point where Pennsylvania now operates 3,500 school buses for the use of 93,000 pupils.
13. Expanded industrial education to reach 40 additional districts in 1935-1936.
14. Added automobile driving courses in secondary school curricula.
15. Perfected an organization of the sixty-seven functional units of the Department of Public Instruction.
16. Raised average length of school term for State to 178.8 for elementary schools, and 184.6 for secondary schools.
17. Increased number of college provisional certificates issued by the Department of Public Instruction from 3,800 in 1930 to 50,000 in 1935.
18. Developed a new type of objective test for the Annual State Scholarship examination that rates candidates on intellectual powers rather than on memory and information attainment.
19. Maintained a school employees' retirement system that has enrolled more than 99 per cent of the 77,000 members in Pennsylvania, and which has been acclaimed one of a very few financial institutions of its kind that weathered the depression without suffering losses.
20. Increased total number of junior and senior secondary schools to 1,244 in 1936.
21. Gave pre-professional opportunities to 56,000 successful candidates to qualify for entrance into professional institutions of learning since 1926.
22. Organized a half-hundred traveling libraries besides a dozen county libraries in the State.
23. Raised standards for practitioners in 16 licensed professions and other occupations in the State.
24. Succeeded in qualifying a Pennsylvania boy to become the Star Future Farmer of America in 1936 by virtue of the vocational agricultural program.
25. Improved percentage of attendance for State from 92 in 1925 to 94 in 1935.
26. Promoted educational interest in Museum exhibits to the point where 250,000 patrons visited the institution in 1935 and 1936.
27. Improved teacher preparation. The average percentage of college graduates in the school districts of third and fourth classes under county superintendents is 33.3. The highest percentage in any county is 53.
28. Sponsored an annual Education Congress to which are invited school men and women, lay leaders and other citizens, for the purpose of discussing educational needs for the Commonwealth, and formulating constructive legislative proposals prior to the biennial session of the General Assembly.

## HANDY MANUAL OF THE CONSTITUTION

### Essential Aspects of Historic Document Described in Brochure

PAUL L. CRESSMAN

*Director Bureau of Instruction*

The study of government is becoming more and more an essential part of the education for citizenship in democracy. A new emphasis is being given this study in such educational activities as civics, history, problems of democracy, economics, political science, and the social studies generally. As the importance of governmental study grows new materials are prepared for use in the schools.

One of the latest of these materials consists of a new forty-page booklet entitled "The Constitution of the United States" which is edited with notes, charts, and tables. This concise publication 5½ inches by 8 inches in size, is bound in convenient flexible cover, and presents a comprehensive explanation of the essential phases of the Federal Constitution. Another page presents in single sentences the seven articles and twenty-one amendments of the document. The complete text of the Constitution which follows occupies about eighteen pages. The enumeration of the sixty-four Acts of Congress which have been declared unconstitutional from 1803-1935 are treated in four pages. Another two pages are devoted to opinions on the Federal Constitution as expressed by Washington, Jefferson, Lincoln, Roosevelt, Taft, Coolidge, Hoover, and the present President. A similar amount of space is used in setting forth the qualifications, powers, and salaries of the President, the Vice-President, the Members of the House of Representatives, the Members of the Senate, and the President's Cabinet.

One of the most valuable features of the booklet is the bibliography covering three pages and arranged under such significant headings as the Constitutional System, the Presidency, Congress, Federal Courts, Political Parties, State Government, and Local Government. Another very useful phase of the brochure consists of charts and tables. The interrelation of units of the National Government, the Judicial System, the Executive Department, the House of Representatives, and the Senate is clearly shown in graphic organization charts. Among the lists to be found in the publication are the eleven Chief Justices who served from John Jay who served in 1789 down to Charles E. Hughes, the present incumbent; the Presidents of the United States; the dates of entrance of the forty-eight states.

Publishers of the book are Barnes & Noble, Inc., of 105 Fifth Avenue, New York, New York.

### SCHOOLING

Mr. Smit, a leading educator from Amsterdam, Holland, is coming to Pennsylvania. In the request for information regarding schools to visit, is the following statement: "His interest lies in schooling that is something more than the acquiring of mere knowledge."



## Community Beautification As A School Project

Pupils Can Cooperate in Variety of Activities to Promote Civic Improvement

OLIVER S. HECKMAN

*Senior Advisor Secondary Education*

There is a broad element of education in the task of beautifying a community. It engenders in our young people an appreciation and respect for the property rights of our citizens. They learn not only to protect but to cultivate lawns, plants, flower beds, trees, and other forms of natural ornamental landscape. Through a well-planned general community beautification project, boys and girls will inevitably be educated to the point where they will realize the value of property and regard it as something to enjoy and use.

Another educational feature is the fact that by giving our children, youth, and general citizenry an opportunity to help in the actual planning and planting, it is only natural that they will gain a sense of ownership and will grow into watchful guardians of our new plantations.

Boy Scouts may be given certain tasks of their own. Their participation may consist of the solicitation of every house in the community to ask the cooperation of every house owner and renter. Besides this canvass a group of older Scouts may wish to make a Relief Map of the town to be exhibited in the town hall or other place accessible to the public.

The task of Girl Scouts may be the planning of the floral improvement of back yards. They can usually find advice from a floral expert in the community who will explain the high points of landscape planning, keeping in mind that the Scouts are able to use their own initiative in the planning of varieties and locations. This work may become so interesting and important to some of them that they may choose landscape gardening and designing as a profession.

The boys and girls of our public schools may find still other activities of interest and value in a community beautification project. In cases where people have varieties of plants that need to be divided to maintain healthy growth or must be thinned out to make room for others, school children may find an opportunity to cooperate by not only assisting in transplanting these to desirable places throughout the community, but by starting small nurseries of their own. A small corner of their back yard may produce a hundred or more plants for the use of streets and back yards.

The floral improvement of a city is a task with which many cities have long been familiar. Thirty years ago a group of civic-minded citizens of Harrisburg who were endowed with a great vision and foresight, began to acquire, entirely by donations, a series of naturally wooded sites full of great trees and herbaceous plants. These lands formed a continuous chain completely surrounding the city and forming the bases of the present system of the parks of the city. In having a Park System which borders the city on three sides, North, South and East, and with the picturesque Susquehanna River on the West and the River Park following its banks, Harrisburg stands unique.

## Symposium on Science Early Man, Theme of International Conclave

D. A. CADZOW

*Archaeologist of the Pennsylvania  
Historical Commission*

An event of international importance and of distinct educational purpose was the recent Symposium on Early Man, sponsored by the Academy of Natural Sciences of Philadelphia on the occasion of its 125th Anniversary. The Conference focused scientific attention on the advances being made in research on Early Man throughout the world, and brought together students of pre-history from many nations. Another paramount objective was the correlation of new discoveries and the cooperation of various scientific groups interested in research on Early Man.

The plan of the meeting comprised two phases. Each session during the week opened with a series of lectures. At the close of the lecture period the members organized as a Symposium for the informal discussion of significant phases of problems relating to Early Man.

Participating in the lectures and Symposium were such well-known scientists as: A. W. Broegger, Norway; K. Birket-Smith, Copenhagen; R. Broom, South Africa; H. DeTerra, India; D. A. E. Garrod, England; G. H. R. VonKoenigswald, Java; T. McCown, England; O. Menghin, Vienna; E. Merrill, Harvard; H. Obermaier, Germany; W. A. Obrutschew, Russia; W. C. Pei, France; P. Sears, Oklahoma; Dr. P. Teilhard, China; Sir Arthur Keith, England; F. C. Baker, U. S. A.; E. H. Colbert, U. S. A.; Gregory & Hellman, U. S. A.; A. Hrdlicka, U. S. A.; and F. H. H. Roberts, Jr., U. S. A.

The Department of Public Instruction was represented at the meeting by Dr. D. A. Cadzow, Archaeologist of the Pennsylvania Historical Commission, who participated in the series of Symposiums by reporting findings in Pennsylvania which revealed facts on Early Man in this part of the world.

## Parent Education A Community Enterprise

Interest and Demand Grow

A. W. CASTLE

*Chief Division of Extension Education*

The number and extent of adult education activities in Pennsylvania have grown so rapidly within the past few years that it has been found necessary to organize a State Association for Adult Education for the purpose of coordinating and unifying this wide spread movement. Represented in the State Association are a great many institutions and organizations interested in adult education. Among these are the State Congress of Parents and Teachers, The American Legion, the Federation of Labor, and the Grange. The Association, when completely organized will develop such departments of education as public school extension, university extension, library extension, literacy and citizenship education, vocational education, parent education, prison education, and recreation and leisure education.

The movement for adult education began to take form about 1919. Slow progress was made during the succeeding decade. Beginning about 1930, however, various organizations began promoting on a systematic basis their respective adult programs. As these programs progressed it became evident that there was a considerable duplication of service and some means of coordination was needed.

A pronounced stimulation to the movement was given by the inception of the W.P.A. program in 1933. In less than two years, formal adult education had spread to thirty-nine states involving more than a 1000 leaders and having enrolled almost 50,000 parents. At the present time there are programs in practically every state, under the direction of specially prepared leaders.

The classes in adult education are concerned with almost every aspect of social life with a view to helping parents make adjustments to their circumstances and environment. The projects include child care and guidance, education for family living, problems of recreation and leisure time, family budgeting, providing employment, home making activities, such as sewing, cooking, home management, and amusements.

A vital function of these adult educational activities consists in the social value derived from the exchange of ideas through discussion and acquaintance through which grown-ups may share their common problems. In hundreds of instances friendships have developed which not only contributed to the personal satisfactions and contentment of those participating in the program but resulted in genuine financial and economic gain.

While adult education has made remarkable headway during the past ten years, the movement is still in its initial phase. In view of the widespread development of the program, a considerable loss of potential social good would be suffered without the organization of the newly formed State Association for Adult Education. Numerous organizations and groups not only are watching with interest the progress of the movement, but are cooperating in promoting its constructive services to society.

### EDUCATIONAL PERIODICALS

#### ADULT EDUCATION

Among the periodicals dealing with adult education are the following:

1. ADULT EDUCATION BULLETIN  
Washington University  
St. Louis, Missouri
2. ADULT LIFE ENRICHMENT  
State House  
Boston, Massachusetts
3. CALIFORNIA REVIEW OF ADULT EDUCATION  
311 California State Building  
Los Angeles, California
4. JOURNAL OF ADULT EDUCATION  
60 East 42nd Street  
New York, N. Y.



## COMMENCEMENT

DR. LESTER K. ADE

*Superintendent of Public Instruction*

Commencement speaks a various language. To the trustees it serves as a criterion of the effectiveness of the administration of the school; to the alumni it is an occasion for retrospection and reminiscence where those who have passed through the portals of the academy may see themselves as they were seen years before. To the undergraduates commencement is really a crystal ball in which these young hopefuls catch a vision and prophesy of their future; to the headmaster it is a moment of consummate pride marking the crowning glory of painful hours of planning and setting the stage for the enactment of a drama of significant human development; to the faculty commencement is a harvest time in which they vicariously reap the golden fruits of their labors. However, there are two other groups present to whom commencement means much more than to any others: these are the parents of the graduates and the graduates themselves. To the parents commencement is an occasion on which they realize the rich rewards for the sacrifices that were necessary to make it possible for these young people to be in this honorable place now. It is a time when parents are filled with a mingled emotion of pride and appreciation—pride on account of the excellent achievement of their sons; and appreciation of an institution that encouraged and made possible such achievement. But perhaps commencement means most to the graduates themselves, in whose honor the event is held. To them commencement marks a significant milestone in their young careers.

It is a proud occasion for both parents and members of the graduating class. The parents have made sacrifices for their sons and daughters and now they are filled with pride and satisfaction at the culmination of their efforts. The graduates, by their ability and ambition have finished the secondary school, and because of the unselfish assistance of parents, have enjoyed the opportunity to study in a modern institution of learning.

### Tribute to John Dewey

Recognizing John Dewey as one of the pioneer educational statesmen who first challenged the schoolmen of America to stake their professional interests in the fertile field of individual and social growth, the Department of Superintendence of the National Education Association, in making him an honorary life member of their organization, paid the great contemporary educator this high tribute:

*You held up before the world the increasing opportunities which democracy holds for those who seek richer and more meaningful living for all the members of a society. At the same time, you outlined and gave definiteness to the obligation of those who direct the programs and institutions of education to see to it that education serves to perfect and to perpetuate the democracy.*

## HOW LIBRARIES GREW IN PENNSYLVANIA

### Educational Services of Institutions Traced Through Two Century Period

JOSEPH L. RAFTER

*Director State Library and Museum*

The growth of free public libraries in Pennsylvania has been slow, but steady, and covers a period of more than two hundred years. The principal stages in this steady development of these unique educational institutions are as follows:

#### DATES

1727—The Philadelphia Library Company was established, Benjamin Franklin being one of its readers.

1776—A number of small libraries were in operation.

1820—The Apprentices Library of Philadelphia was organized to give free service to apprentices—first free Library.

1832—Philadelphia had twenty-six libraries.

1835—The Friends Library, free to everyone, was established.

1864—The first Law pertaining to free libraries was passed. It authorized school districts to accept and administer gifts of books, money or other property for public library purposes.

1876—The American Library Association was formed in Philadelphia.

1887—The first free library development began in Wilkes-Barre.

1889—The first free library supported by taxation was established in Scranton. The Legislature provided for a Free Library Commission to encourage the development of free libraries to maintain a system of traveling libraries for small communities.

1895—An Act of Legislation authorized school districts, except in cities of the first and second class, to found and maintain free non-sectarian libraries and levy taxes not to exceed one mill on property assessed for school purposes, for such purpose.

1911—The School Code provided partial support of libraries from school districts.

1917—The Code provided for the support and control of libraries and for assistance to free public libraries organized otherwise than by endowment and gift.

1919—Free Library Commission became part of the State Library.

1923—State Library placed under the Department of Public Instruction.

1931—The Legislature passed an Act providing for a system of aid to counties from the third to the eighth class, for the purpose of aiding county library systems.

#### FACTS

From 1821 to 1894 the State Library was housed in the State Capitol.

From 1894 to 1931 it was located in its own building, now used as the State Museum.

In 1931 it moved to its present location in the State Education Building.

In 1816 John Fisher became the first State Librarian, when the Executive House and Senate Libraries were consolidated under a joint commission.

To date there have been twenty-six State Librarians—holding office from five months to eighteen years.

The total collection of books in the State Library numbers about 350,000 as follows:

General Library	200,000
Law Library	48,000
Extension Library	58,000
County Library	14,000
Bound Newspapers	30,000

Total 350,000

The State Library comprises four Divisions:

**The General Library** has a choice collection of history, genealogy, and travel, and circulated approximately 18,000 books and answered 12,000 research inquiries last year.

**The Archives Division** aims to collect and prepare manuscript material about Pennsylvania. The Genealogical Section gives valuable service to those seeking old-age and other pensions.

**The Law Library** is maintained primarily for the use of the Legislative, Executive and Judicial branches of the State Government. It also serves lawyers in Pennsylvania and other states. In the Document Section, a part of the Law Library, are filed some 70,000 pamphlets and other lesser documents.

**The Library Extension Division** is primarily a circulation library, but also accommodates much reference work. It gives state-wide book service by mail, express and freight to rural communities by means of traveling libraries; sends books to Study Clubs, Adult Education Groups, Debating Clubs, Granges, Rural Schools, C.C.C. Camps and Federal Transient Camps. Another important function of this Division is the establishment of County Libraries.

There are now seven County Libraries in operation, and two others in the making.

#### Organized Libraries:

County	Headquarters
Butler	Butler
Clinton	Lock Haven
Dauphin	Harrisburg
Huntingdon	Huntingdon
Lancaster	Lancaster
Pike	Milford
Susquehanna	Montrose

#### To be Organized:

Indiana	Indiana
Wayne	Bethany



## IN THE STATE MUSEUM

### Educational Exhibits of Great Number, Variety, and Value

GERTRUDE B. FULLER

*Assistant Director State Library and Museum*

The Museum is an institution for Educational Service for the aid of school and college students, for specialists, for adult education, as well as for those persons seeking relaxation, and acquaintance with objects of beauty and interest.

The Pennsylvania State Museum was created by an Act approved the 26th day of March 1905. The Act provided for the organization of a State Museum to contain historical and archaeological material and objects illustrating the flora and fauna of Pennsylvania, also to include exhibits of its mineralogy and geology, its arts and history.

The time is long past when a Museum was thought of as a place where a collection of freak objects might be seen. The Museum is now universally recognized as an active educational agency. It is taken for granted that in every city there is a Public Library. The time is not distant when it will be taken for granted that in each city there must also be a Museum.

Foremost among the priceless possessions of the State Museum of Pennsylvania is the original Charter granted by King Charles II to William Penn—signed March 4, 1681—256 years ago.

Next, if not of first place in our interest, is the Frame of Government, Penn's original Charter of Liberties for the people of his Colony—signed April 25, 1682. This Charter was written with the hopes and prayer expressed in Penn's words, "There may be room here for such a holy experiment."

The famous painting "The Battle of Gettysburg" by Rothermel is one of the most noted historical paintings of the nation and is studied by thousands of visitors from all parts of the world. It was a constant center of interest at the Philadelphia Centennial of 1876.

Proctor's "Rattlesnake Flag"—the first rattlesnake flag used by the Colonies is another of the priceless historical relics of the Museum collection.

The Museum was visited by almost a quarter million people during the past two years. A majority of these were students on school journeys.

The Museum also aids many specialists—designers, architects, artists, illustrators, writers, and antiquarians.

In its special exhibit room the Museum entertains many groups of state-wide organizations, and staff members assist the groups as well as the other State Departments by operating projectors and showing pictures adapted to their needs and purposes.

The State Museum serves the community further by presenting four or more Art Exhibitions of the work of artists of outstanding merit. Last year paintings by Whistler, Inness, Robert Henri, Gary Melcher, and other fine artists were shown here.

The number of slides and other visual education material has been substantially increased in recent years. Five thousand slides have been added in the past year. These are furnished without charge to schools, clubs, churches, and any other responsible group. The borrower pays only transportation cost.

## STUDENTS STUDY PRACTICAL HOUSEHOLD PROBLEMS

### Activities in Home Economics Cover Wide Range in Schools of State

#### 11,000 Pupils Participate in Fifty Types of Projects

MRS. ANNA G. GREEN

*Chief Division Home Economics Education*

In an effort to help secondary school students to learn to do better the wholesome and worthwhile activities they will have to do in life, the Department of Public Instruction is encouraging the development of home projects through the Vocational Home Economics Departments of the various schools in the Commonwealth.

There is a notable trend toward making education as practical as possible. In the home economics field this trend is especially apparent, for the schools are making every effort to prepare students to live in a modern world which is replete with improvements and conveniences developed by modern science.

While the specific home projects carried on by the students in their respective homes with the cooperation of the home economics teacher number more than half a hundred,

they can be conveniently grouped under a dozen general headings. Among these are projects in child development, clothing, family relationships, foods and nutrition, home management, home care of the sick, home planning and furnishing, leisure activities, personal living and relationships, related art and science, and vocations for girls.

Approximately 11,000 pupils, mainly girls, are participating in carrying out this useful program. Procedures for developing these activities are discussed in the classroom with the aid of the home economics instructor. The actual work of the projects, however, is carried on by the student at home, and her reports to the school indicate the progress being made by the pupil and the skills, adaptations and standards acquired and achieved.

## 90,000 ATTEND COLLEGE IN PENNSYLVANIA

(Concluded from page 18, col. 2)

### STATE TEACHERS COLLEGES

Name of Institution	Address	Full-Time	Part-Time
Bloomsburg .....	Bloomsburg	687	151
California .....	California	741	193
Cheyney .....	Cheyney	155	0
Clarion .....	Clarion	192	74
East Stroudsburg .....	East Stroudsburg	564	40
Edinboro .....	Edinboro	285	177
Indiana .....	Indiana	1319	163
Kutztown .....	Kutztown	495	171
Lock Haven .....	Lock Haven	412	157
Mansfield .....	Mansfield	580	44
Millersville .....	Millersville	510	172
Shippensburg .....	Shippensburg	465	82
Slippery Rock .....	Slippery Rock	659	103
West Chester .....	West Chester	1262	129
Total.....		8326	1656
Grand Total .....		57,209	32,107

Geography and travel slides have been increased by 1,000; science 1,000; music 500; history 500; art 300; health 100; and biography 500, together with other important additions.

Among exhibits of particular value to teachers and school children are the following: Pennsylvania Indian Life, Artifacts, and Deeds to Lands; Pennsylvania Birds; Pennsylvania Building Stones; Pennsylvania Minerals; Charter of King Charles II to Penn; Charter of Penn to the People; Colonial Dress; Household Furnishings and Utensils; Pennsylvania German Collections; Pennsylvania Literacy Manuscripts; Gettysburg Room and Rothermel Paintings; Object-Specimen Model Collection; and Vanishing Pennsylvania Vehicles.

Important collections include: Indian Artifacts 90,000; Etchings, Oil Paintings, Engravings, and Photographs 800; War Relics, Accoutrements and Commissions 1,350; Vehicles, including Conestoga Wagons and Sleighs 35; Vanished Pennsylvania Shops, equipped 10; Manuscripts, Music and Literacy 350; Entomological Specimens 3,200; Birds and Mammals 5,700; Geology and Mineralogy Specimens 4,400; Display Groups 75; Display Cases 252; Lantern Slides 82,000.

## EDUCATIONAL POLICIES COMMISSION

### N. E. A. Group Charts Future Plans

The Educational Policies Commission, appointed by the National Education Association and the Department of Superintendence for the cooperative development of long-term plans for American education, has submitted a report setting forth the principles on which they propose to build their program. It is their avowed function to crystallize and make effective the best thought devoted to education over a period of years. Following are the principles given in their latest report:

1. The schools are but one of an increasing number of social agencies that are maintained at public expense and, therefore, their future programs and procedures must be planned more carefully and efficiently than in the past.

2. Educational policies in this democracy must be consistent with the political philosophy underlying the democracy.



## SAFETY EDUCATION

### New Materials of Instruction

OLIVER S. HECKMAN

*Advisor Division of Secondary Education*

A concerted movement in educating children, youth, and adults with respect to safety attitudes, habits, and practices has been under way in America for a decade or more. The persistent high accident and death rate on the highways would seem to warrant a more general and intensive effort to insure our people—men, women, and children—in their physical security against these dangers.

To further this end, many agencies, educational, commercial, and social, have made studies of the problems of safety on the streets and highways, and have published the helpful results of their findings. This material may be found valuable to teachers, pupils, and others engaged in public education.

Following is a partial list of the most useful of this material of instruction in Safety Education. Most of it may be obtained free.

AMERICAN LEGION, DES MOINES, IOWA  
The Traffic Accident Problem

AMERICAN MOTORIST INSURANCE COMPANY  
Preventable Accidents

Yes, It might happen to you—be protected  
You need this protection for 4,000 are injured every day by Automobiles

BUREAU OF CENSUS, WASHINGTON, D. C.  
Deaths and Death Rate per 100,000 Estimated Population

From Automobile Accidents for the Years 1920 to 1933

Summary of Fatalities due to Motor Vehicle Accidents in 1932 and 1933; Cities of 100,000 or more population

Summary of Fatalities due to Automobile: 1932 and 1933

Summary of Mortality from Automobile Accidents

BUREAU OF PUBLIC ROADS, WASHINGTON, D. C.

Manual on Uniform Traffic Control Devices for Streets and Highways

Uniform Act Regulating Traffic on Highways

Uniform Motor Vehicle Administration, Certificate of License Act

JOHN HANCOCK LIFE INSURANCE COMPANY, BOSTON, MASSACHUSETTS

Control of Accidents

OCEAN ACCIDENT AND GUARANTEE CORPORATION, LTD., ONE PARK AVENUE, NEW YORK CITY

Controlled Speed

DEPARTMENT OF PUBLIC INSTRUCTION, HARRISBURG, PENNSYLVANIA

Course of Study in Highway Safety

GOVERNOR'S HIGHWAY SAFETY COUNCIL, HARRISBURG, PENNSYLVANIA

Creating Safer Communities

DEPARTMENT OF REVENUE, BUREAU OF MOTOR VEHICLES, HARRISBURG, PENNSYLVANIA

Digest of Vehicle Code of the Commonwealth of Pennsylvania

PENNSYLVANIA INDEMNITY CORPORATION, PHILADELPHIA, PENNSYLVANIA

Handbook for Teaching Automobile Traffic Rules in Secondary Schools

NATIONAL CONFERENCE ON STREET AND HIGHWAY SAFETY, WASHINGTON, D. C.

Inspection and Maintenance of Motor Vehicles

LUMBERMAN'S MUTUAL CASUALTY COMPANY, CHICAGO, ILLINOIS

Accident Contest Charts

And Sudden Death—An Article Reprinted from Readers Digest

Be Warned by the Headlines! It Might Happen to You

The Driver Dies; Weather, Bad Driving, Dangerous—Be Careful

Drivers Handbook

Intersections are Dangerous

The Unseen Hazard

AMERICAN PETROLEUM INSTITUTE, CHICAGO, ILLINOIS

Manual on Safe Driving of Automobiles

## TEN COMMANDMENTS FOR SAFE DRIVING

- I Keep to right of center line of highway.
- II Pass overtaken vehicles on left, but only after sounding horn and only when road ahead is so clear as to permit getting back to the right with a safe clearance and with a wide margin for safety.
- III Under no circumstances attempt to pass an overtaken vehicle at an intersection, on a curve, or approaching the crown of a hill.
- IV At intersections, be prepared to stop if vehicle on intersecting road is moving onto intersection and do not try to take the right-of-way.
- V Keep far enough back of the vehicle ahead to allow a safe braking distance in the event that other vehicle makes a sudden stop. Except in emergency, do not stop so suddenly as to cause collision by following vehicle.
- VI Signal before making a turn, and further insure safety by looking to see whether a vehicle is approaching from the rear. Wait before pulling out from the curb until making such observation.
- VII Always keep both hands on steering wheel and eyes on the road ahead while driving. Look behind before backing.
- VIII Stop before crossing all railroads, and after carefully looking in both directions and listening, proceed only if it is safe beyond any possible doubt and then proceed in low gear, gears not being shifted until all tracks have been cleared.
- IX When stopping on highway, pull as far off hard surface as road conditions permit and, where the stop is prolonged, see that the rear of vehicle is adequately protected.
- X Do not operate at excessive speed at any time. At curves, blind crossings, crests of hills, in fog, or wherever the view is curtailed, reduce speed so as to be able to stop within the distance of clear vision.

—Research Bulletin N.E.A.

## THIRD AMERICAN YOUTH CONGRESS

The slogan of the Congress, "Peace, Freedom, and Progress," strikes the key note of their projected program, which includes opposition to war, a campaign for academic freedom and freedom of the press, and a fight for the passage of the American Youth Act, which was introduced into the House and Senate at the last Session. The program, likewise, includes an international emphasis—the Congress voting to send a representative to the first World Youth Congress at Geneva.

## UNFINISHED WORK OF THE WORLD

DR. LESTER K. ADE

*Superintendent of Public Instruction*

The past is crowded with accomplishments, but what of the future? Is the work of the world all done? Not by any means. For while man has learned much, the future will reveal much more. The best picture has not yet been painted; the greatest poem is still unsung; the mightiest novel remains to be written; the divinest music has not been conceived even by Bach. In spite of all the great inventions of the past there yet remain numberless improvements, refinements, and discoveries to be made. This is particularly true in the field of human relations. Here great leaders are needed. Select any one of the far-reaching problems in this field and you find a life's job ahead of you.

### End War

War must be ended. In spite of all the brilliant inventions of new war machines, we have learned very little about ending war. The recent World War was the worst which civilization has ever seen. More men were killed in its battles than all other wars combined. Lying, deceit, brutality, and horrors were present in abundance. The world needs men as far advanced in their social thinking as are our inventors in their mechanical thinking. Certainly here stands a problem for the men and women who are facing the future to solve.

### Other Unsolved Problems

There are many other problems, almost as great, clamoring for solution; these too should fire the enthusiasm of youth today. How shall we combat the lawlessness of our age? How can we diminish the crime rate? How can we make life and property secure? How can we effect a harmony between capital and labor? How can we eliminate child labor? How can we prevent poverty and hatred? We are waiting for someone to inspire the youth of this generation to assume leadership in a world that sorely needs great men and women to lead them on to the light of a better civilization.

### The Spiritual Challenge

We turn to the spiritual life, which is the most important field of all. No matter how rapidly we develop in the fields of science and invention, it is of no value unless we keep up an equal spiritual development. We go back over 1900 years to the Man who is the greatest personality in this field. Jesus lived a life, believed a philosophy, and taught a religion that at best men have only been able to reinterpret and apply through all these centuries.

### The Future

We shall have the kind of country in 1950 that we deserve to have. And the kind of country we shall have in 1950 depends on the kind of men and women which the youth of today are determined in their hearts to be. Civilization can rise no higher than its source. It has been said that a certain woman with her young son was visiting the great Lincoln on an occasion, and before leaving the great man she asked him to give some parting counsel to her boy. Placing his huge hand on the boy's young head, this famous man of the people said: "My son, if you would become famous, join yourself to some noble but unpopular cause."



# COMPETENCY OF TEACHERS DETERMINES RANK OF SCHOOL

## Rural Districts Match Larger Centers Through Proficient Instruction

HENRY KLONOWER

*Director Teacher Education and  
Certification*

### INTRODUCTORY

The employment of competent teachers in rural school areas is the most outstanding responsibility of the rural school director. The purchase of equipment, the upkeep of plant, and the numerous other details relating to the operation of rural schools are important, but less vital than the close cooperation with the superintendent of schools in the matter of selecting teachers. The pupils and the teacher make the school. There is a general agreement that no matter how elaborate the school building is, or how adequate the school equipment may be, unless there is a competent teacher, there cannot be a good school. The improvement of the education of children in the rural areas is dependent almost entirely on the quality of instruction; the quality of instruction is directly related to the type of teachers employed in the schools.

### RURAL DISTRICTS DEFINED

As an illustration of what can be done to improve the quality of instructional service in rural areas, the results of the interesting experiment carried on in Pennsylvania through the Department of Public Instruction during the past fifteen years, are briefly presented. A fourth class school district in the Commonwealth of Pennsylvania is a community of less than 6,000 population. The schools in such an area fall under the jurisdiction of a county superintendent. School districts of the third class, which do not desire to elect a superintendent, but employ instead a supervising principal, also fall under the supervision of the county superintendent. In Pennsylvania, for the school year 1935-36, 29,334 teachers were under the supervision of a county superintendent. The status of the education of teachers in these rural districts of Pennsylvania is especially worthy of attention at this time because of the widespread effort being made in the United States to enact social legislation which looks forward to the improvement of the social conditions, not only of the teachers in these areas, but of the educational opportunities for the children.

### HIGH PROFESSIONAL MORALE OF TEACHERS

The consistent advancement of the level of preparation of more than 29,000 teachers is illustrative of the loyalty and self-sacrifice of a large army of teachers employed at unbelievably low salaries and under trying tenure conditions. Teachers under the supervision of a county superintendent in third and fourth class school districts are continually confronted with problems of living conditions which do not trouble teachers in urban areas. The difficulty of transportation, the inaccessibility of institutions of higher learning, and the limited social and cultural opportunities, still further complicate the situation for

teachers in these fourth class districts. Salary increments are generally unknown; the teachers in a large number of cases receive the minimum of \$800 prescribed by law. This is typical of the situation in rural areas throughout the United States.

While school districts like Philadelphia and Pittsburgh enjoy better employment conditions, security of tenure, social and educational opportunities, together with higher salaries, yet the per cent of college graduates employed is only 36.2; in the fourth class districts the corresponding figure is 33.3. It is reasonable to assume that, under the favorable conditions existing in the first class school districts, all teachers will have completed the more extended education within the near future, or at least all new entrants will be required to have or complete while in service four years of post-secondary education.

In districts of the second class, representing population areas of 30,000 to 50,000, 42.2 per cent of the teachers are college graduates.

In third class school districts, representing population areas of 5,000 to 30,000 where, in many instances, the best employment conditions prevail, the highest per cent of college graduates in Pennsylvania is observable. In these districts, 44.0 per cent of the 13,127 teachers are college graduates. This represents 10.7 per cent more college graduates than are found in the third and fourth class school districts which are under the supervision of county superintendents.

### COMPARISONS OF COUNTIES

There are innumerable interesting facts in this rising tide of teacher education in the rural districts. All counties present a far better situation in 1935-36 than in 1920-21; yet individual counties lose their relative position because of the rapid strides which other counties make. For example, Union County employed 106 teachers in 1920-21; it ranked fourth among the counties because 12.2 per cent of all the teachers employed were college graduates. In 1930-31, there were employed in this same county 117 teachers and, despite the fact that 26.5 per cent of the teachers were college graduates, the county dropped in rank to fifth place. Again in 1935-36, the total number of teachers employed in the county was 123, of whom 38.2 per cent were college graduates. But, the county dropped in rank to eleventh.

A situation opposite to this may be illustrated in Monroe County. In 1920-21, this county was fifteenth in the list of counties ranked on the basis of the number of college graduates employed; there were 173 teachers, 8.7 per cent of whom were college graduates. In 1930-31, 209 teachers were employed and 20.2 per cent had such preparation. This commendable situation gave Monroe County first place on the basis of extended education for teachers. The same county retains rank number one for the

year 1935-36. There are now employed in this county 221 teachers of whom 52.5 per cent are college graduates, a truly remarkable record. The number of college graduates is far above the average for the third and fourth class school districts under the jurisdiction of the county superintendents as a whole; the average per cent of college graduates in these school districts is 33.3 for the entire State.

### HIGH STANDARDS ATTAINED

Particularly striking is the fact that in all but three counties of the Commonwealth more than one-fourth of all the teachers employed have completed either prior to or during service the more extended type of education for teaching and have reached standards of preparation usually associated with larger and more prosperous school units. The range extends from 52.5 per cent in Monroe County to 18.7 per cent in Clearfield County with the average 33.3 per cent found in Cameron and Erie Counties.

It must be pointed out that the problems to be faced in Schuylkill County with 26.7 per cent of 1,021 teachers having more extended education, may be very much more complex than the problems in Monroe County with 221 teachers of which 52.5 per cent are college graduates; nor does it necessarily mean that the instructional service in one county with fewer persons holding college degrees is less effective than the instructional service in the other county with more college graduates. The mere possession of a certificate of more advanced education is not, in itself, a guarantee of better teacher-pupil relationship or more proficient professional service; but on the average it is reasonable to conclude that where there is greater maturity on the part of the teacher, more extended contacts with an experienced instructional staff of a college or university, a firmer grasp of subject matter, and a broader vision of the work to be done, the teacher-pupil relationship will be of a kind superior to that where these factors are missing.

### COORDINATION OF EFFORT

What has been possible in one state is equally possible of accomplishment in all states. By the coordination of effort and the complete cooperation of institutions of higher learning, county superintendents and members of school boards can bring to the children of rural areas the type of education on a par with the education given to children in the larger population areas. The inferiority complex is a myth and until it is generally agreed that the children in the schools of the rural areas, representing in many instances offspring of a pioneering stock, are entitled to the same advantages of a good school, as in the larger and more populous centers, it cannot be said that in America there is equal opportunity for education.



## COMMITTEE STUDIES LIBRARY SERVICE

### Plans Improved Program For Schools

Teachers and Pupils to Benefit

MARGARET L. DURKIN

*Adviser Division Elementary Education*

The Department of Public Instruction is organizing several committees charged with the development of special programs looking forward to the improvement of instruction as well as other specialized activities in the schools of the Commonwealth. One of these committees is developing a program of public school library service and the stimulation of organizing classroom libraries. The work of the committee covers a wide scope, including library service for all departmental subjects and also for the special needs of rural communities.

Another phase of the program of this committee is a systematic plan for the assemblage of professional libraries for teachers in the offices of county and district superintendents. Many superintendents have expressed the need for these facilities for the teachers under their supervision and have asked for cooperation from the Department in developing these services. Also on the agenda of this committee is the fostering of more widespread interest in the development of county libraries which are felt to be of particular benefit to education in the rural and isolated communities.

Lists of books that will be helpful to various public school groups in the Commonwealth are being prepared for distribution. Among these lists are the following:

- Books for parents for home reading such as will be helpful in the better understanding of the child and his school problems.
- Source books for teachers in-service training with an annotated bibliography of topics.
- Sources of free and inexpensive materials for teachers' aid.
- List of helpful publications available to teachers and parents.
- The names of all agencies whose work lies in the fields of guidance and help to teachers and parents.
- Lists of reading courses.
- Lists of one syllable classics for adult education.

The committee, which is extending its work throughout the State, is cooperating with the thousand or more local branches of the Pennsylvania Congress of Parents and Teachers. With the aid of these active groups, as well as of other social and civic organizations, the committee hopes to develop an effective program of library service for the nearly 3,000,000 children and adults who have need for such facilities.

In making the curriculum the measure of the educational value of any experience is the degree in which it makes a desirable difference in conduct.

—DR. LESTER K. ADE

## PENNSYLVANIA'S HONOR ROLL

### Thirty-Five Illustrious Names Memorialized on Frieze of Education Building

Schoolmen Lead List

DR. LESTER K. ADE

*Superintendent of Public Instruction*

Adorning the outside frieze of the Education Building, which houses the Department of Public Instruction, are the names of thirty-five distinguished men whose contribution to public education in Pennsylvania has entitled them to perpetual recognition. The wide distribution of their vocational interests, special distinctions, cultural backgrounds, places of their nativity, and dates of birth are indicative of the representative character of the history of public education in Pennsylvania.

#### VOCATIONAL INTERESTS

Of the thirty-five who occupy places on Pennsylvania's honor roll of education, all of whom are men, ten are primarily educators. These include: George W. Atherton, J. George Becht, Anthony Benezet, Thomas H. Burrowes, Christopher Dock, Samuel Hamilton, Francis A. March, Francis D. Pastorius, Nathan C. Schaeffer, and James P. Wickersham. Several of the others likewise exemplified a major interest in public education, for the entire group was obviously selected on the basis of their contributions to education.

Statesmanship claims the next largest number, comprising such familiar names as, Samuel Breck, Andrew G. Curtin, John Dickinson, Benjamin Franklin, William Penn, Thaddeus Stevens, and George Wolf. Scientists are represented by John Bartram, who was a botanist; John A. Brashear, an astronomer; and Joseph Priestly and Edgar F. Smith, both of whom were chemists. Four were clergymen, although several others participated actively in religious careers. The clergymen on the roll of honor are Russell H. Conwell, John McMillan, William Smith, and William Tennent.

Even in that day of practical struggle artists of high rank developed and participated actively in promoting public education. This high profession is represented on the honor roll by three names: Lloyd Mifflin, Joseph Pennell, and Benjamin West. In addition to these artists there were two noted musicians, namely, Stephen C. Foster and Ethelbert W. Nevin. The list is completed with the names of two physicians, Joseph T. Rothrock and Benjamin Rush; one industrialist, Andrew Carnegie; one merchant, Stephen Girard; and one author, Weir S. Mitchell. Many another of these notables however wrote extensively on subjects relating to their affairs.

#### GOVERNORS

In addition to the interest impinging on the general careers of these men, certain special distinctions are worthy of note. Three of these honored educators were Governors of the Commonwealth; namely, Andrew G. Curtin; William Penn, the founder of Pennsylvania; and George Wolf, the Governor who championed the Free School Law in 1884.

#### STATE SUPERINTENDENTS

Four of the thirty-five besides Andrew G. Curtin, just mentioned, occupied the of-

fice of State Superintendent of Public Instruction. One of these, J. George Becht, was first to promote a retirement system for teachers and to recommend state-owned normal schools for the preparation of public school instructors. Another was Thomas H. Burrowes, founder of the Pennsylvania State Education Association Journal and organizer of the Soldier's Orphan School. The third, Nathan C. Schaeffer, enjoys the distinction of having occupied the State Superintendency for twenty-six consecutive years, which is longer than the term of any other incumbent. The fourth member who served as State Superintendent, was James P. Wickersham, who opened the Normal School at Millersville, and helped organize not only the Pennsylvania State Education Association, but also the National Education Association.

#### COLLEGE PRESIDENTS

The fact that a half dozen of these men attained positions as college presidents or provosts indicates the professional leadership that characterized the development of public education in our Commonwealth. Of the college presidents on the honor roll, George W. Atherton and Thomas H. Burrowes served Pennsylvania State College. Another, Russell H. Conwell, author of the famous address "Acres of Diamonds," which he delivered more than 6,000 times during his career, was President of Temple University. Edgar F. Smith and William Smith were provosts, and Benjamin Franklin founder and president of the first Board of Trustees of the University of Pennsylvania.

#### FOUNDING FATHERS

Three of the names which appear on the frieze of the Education Building are among the Founding Fathers of America because of their participation in framing the instruments of our Federal Government. John Dickinson, for whom Dickinson College was named, was a member of the Federal Convention and made the first draft of the Articles of Confederation. Benjamin Rush, a member of the Continental Congress, is a signer of the Declaration of Independence. Benjamin Franklin, statesman, author and scientist, enjoys the distinction of having signed both the Declaration of Independence and the Constitution of the United States.

(Continued on page 13)



## PENNSYLVANIA'S HONOR ROLL

(Concluded from page 12, col. 3)

## SPECIAL DISTINCTIONS

Other members of this illustrious group of men enjoyed various special distinctions. John Bartram was known as the Father of American Botany; Christopher Dock wrote the first book on school management printed in America; and Francis D. Pastorius wrote one of the first textbooks printed and used on this Continent. Stephen C. Foster, who like his fellow musician, Ethelbert W. Nevin, died in his late thirties, was America's greatest folk song writer. Among his compositions are such familiar tunes as, "Old Folks At Home," "Oh Susannah," "My Old Kentucky Home," "Old Black Joe," "Massa's In De Cold, Cold Ground," and "Old Dog Tray." Stephen Girard is best known for the founding of Girard College for poor orphan boys. Samuel Hamilton made his reputation through the publication of the well-known Hamilton Arithmetics, and having planned the State School Directors Association.

While Benjamin Franklin has been credited with the founding of the University of Pennsylvania, and James P. Wickersham with founding the Millersburg Normal School, two other members of the honor roll were instrumental in founding great educational institutions: John McMillan established the Latin School which formed a nucleus for the development of Jefferson College; and William Tennent founded the famed "Log School" which developed into Princeton University. One of Lloyd Mifflin's distinguished services was the giving of the Mifflin Home for the use of superannuated teachers.

The unique distinction enjoyed by Joseph Pennell and Benjamin West are that the former is known as America's foremost etcher, and the latter as America's foremost painter. Still other special distinctions are held by Joseph Priestly, who discovered oxygen; Joseph T. Rothrock, who founded the State Forest School at Mount Alto; and Thaddeus Stevens, who endeared himself to educators and friends of education everywhere by his courageous stand in behalf of the Free Public School Act in 1834.

## BIRTHPLACES

Twenty-six of the thirty-five educators included in this roll of honor were born on American soil—twenty in Pennsylvania. Massachusetts claims the next greatest number with the names of George W. Atherton, Samuel Breck, Russell H. Conwell, Benjamin Franklin, and Francis A. March. Maryland is the birthplace of the only other one born in America, namely, John Dickinson.

The remaining nine were born in foreign countries. France was the birthplace of Anthony Benezet and Stephen Girard; Scotland, of Andrew Carnegie and William Smith; Germany, of Christopher Dock and Francis D. Pastorius; England, of William Penn and Joseph Priestly; and Ireland, of William Tennent.

## BIRTH DATES

The birth dates of these honored men of education spread over three centuries, the earliest being that of William Penn, who was born in 1644. Others born during that century were Francis D. Pastorius, born in 1651; William Tennent, born in 1637; Christopher Dock, born in 1698; and John Bartram, born in 1699.

A dozen of the members were born during the seventeen hundreds, ranging from Benjamin Franklin who was born in 1706 to Thaddeus Stevens, born in 1792. The remaining eighteen were born during the nineteenth century.

## LIFE SPAN OF MEMBERS

The life span of the members of this roll

of honor stretches from thirty-eight years, the age of Stephen Foster at his death, to ninety years, the age at which Samuel Breck died. Except for Stephen Foster and Ethelbert Nevin, no member of this honored group died before sixty years of age. Twelve members died in the seventh decade of their lives, and nine died in the eighth decade of their lives.

## PENNSYLVANIA'S HONOR ROLL

Following is a composite record in alphabetical arrangement of the thirty-five names that are engraved on the external frieze of the Education Building in Harrisburg. The report gives the life span, birthplace, primary vocational interest, and age at death, of those enrolled in this distinguished company:

NAME	LIFE SPAN	BIRTHPLACE	VOCATION	AGE AT DEATH
Atherton, George W.	1837-1906	Boxford, Mass.	Educator	69
Bartram, John	1699-1777	Marple, Pa.	Botanist	78
Becht, J. George	1865-1925	Montoursville, Pa.	Educator	60
Benezet, Anthony	1713-1784	France	Educator	71
Brashear, John A.	1840-1920	Brownsville, Pa.	Astronomer	80
Breck, Samuel	1771-1862	Boston, Mass.	Statesman	91
Burrowes, Thomas H.	1805-1871	Strasburg, Pa.	Educator	66
Carnegie, Andrew	1835-1919	Scotland	Industrialist	84
Conwell, Russell	1843-1925	S. Worthington, Mass.	Minister	82
Curtin, Andrew G.	1815-1894	Bellefonte, Pa.	Statesman	79
Dickinson, John	1732-1808	Talbot Co., Md.	Statesman	76
Dock, Christopher	1698-1771	Germany	Educator	69
Foster, Stephen C.	1826-1864	Lawrenceburg, Pa.	Musician	38
Franklin, Benjamin	1706-1790	Boston, Mass.	Statesman	84
Girard, Stephen	1750-1831	France	Merchant	81
Hamilton, Samuel	1856-1922	Washington, Pa.	Educator	66
March, Francis A.	1825-1911	Millbury, Mass.	Educator	86
McMillan, John	1752-1833	Chester, Pa.	Clergyman	81
Mifflin, Lloyd	1846-1921	Columbia, Pa.	Artist	75
Mitchell, S. Weir	1829-1914	Philadelphia, Pa.	Author	83
Nevin, Ethelbert W.	1862-1901	Edgeworth, Pa.	Musician	39
Pastorius, Francis D.	1651-1720	Germany	Educator	69
Penn, William	1644-1718	England	Statesman	74
Pennell, Joseph	1857-1926	Philadelphia, Pa.	Artist	69
Priestly, Joseph	1733-1804	England	Scientist	71
Rothrock, Joseph T.	1839-1922	McVeytown, Pa.	Physician	63
Rush, Benjamin	1745-1813	Byberry, Pa.	Physician	68
Schaeffer, Nathan C.	1849-1919	Berks Co., Pa.	Educator	70
Smith, Edgar F.	1854-1928	York, Pa.	Chemist	74
Smith, William	1727-1803	Scotland	Clergyman	76
Stevens, Thaddeus	1792-1868	Danville, Pa.	Statesman	76
Tennent, William	1673-1746	Ireland	Clergyman	73
West, Benjamin	1738-1820	Springfield, Pa.	Artist	82
Wickersham, James P.	1777-1840	Easton, Pa.	Educator	66
Wolf, George	1825-1891	Chester Co., Pa.	Statesman	63

## EDUCATIONAL VALUE OF CELEBRATION EMPHASIZED

## Sesqui-centennial of Constitution a Stimulation to Students

Dr. LESTER K. ADE

*Superintendent of Public Instruction*

School people throughout the Commonwealth of Pennsylvania, are emphasizing the educational values in their plans for the observance of the Sesqui-centennial of the Constitution of the United States, from September 17, 1937 to April 30, 1939. One of the main objectives of the Commission promoting the celebration is to stress the historical character of the anniversary. Lessons in good citizenship, closer community and school relationships, and true principles of government are objectives which can be reached in an effective manner through appropriate exercises in observing this Sesqui-centennial.

One of the primary purposes in the plans for the current school year is to emphasize the historical implications of the Constitution, to recognize and acclaim the greatness of the members of the Constitutional Convention, and to become familiar with the critical period during which the formation of the National Government was effected.

Studies are now in progress to discover new and significant materials that might be made available through public schools, libraries, and organizations for use of all who are participating in the observance of this nation-wide celebration.



## FREE SCHOOL DAY A TIME TO TAKE STOCK, SAYS DOCTOR ADE

### Contends Education Fundamental to Self-Government

### Early Champions of Education Praised by State Superintendent

A hundred and three years ago this April, educational statesmen and citizens of vision, succeeded in giving a legal basis for the establishment and maintenance of free public schools in Pennsylvania, it was said by Dr. Lester K. Ade, Superintendent of Public Instruction. On the anniversary of this significant achievement it is fitting that we pause to reflect upon the extraordinary progress of public education in the Commonwealth during these years. The splendid and widespread system of public education now in force in Pennsylvania should not make us unmindful of the struggle and sacrifice made by early champions of the cause of free education. On the contrary, our present great school system should constantly remind us of the heroic efforts of these men, and of our own moral and civic obligation to promote and improve public education in our own generation.

Doctor Ade appraised public education as tradition's greatest gift to civilization and as the institution that has done most to assure the success of our democracy. Through this prime public service our prospective citizens are given opportunity to secure essential information, inculcate useful habits, acquire practical abilities, understand sound standards, develop proper attitudes, learn worthy appreciations, and aspire toward high ideals. Thus our children and youth are enabled not only to fit themselves for a life work but for effective citizenship.

The Anniversary of the Free School Act of April 1834, said the Superintendent, is a time for all to appraise the immeasurable public service rendered by the galaxy of thirty-five educational heroes whose names are emblazoned on the outer frieze of the Education Building in the Capital City. The leadership of these honored men accounts to a large degree for the beginning and growth of our public school system as we see it today. William Penn, Father of the Commonwealth, was the first to advocate education for all. George Wolfe, Governor of the Commonwealth during one of its most crucial periods, earned the title "Father of Free Public Schools in Pennsylvania," by virtue of his brave support of the proposition that free education was the birthright of every child. No less credit should be accorded Samuel Breck, who drew up the Free School Act of 1834, and Thaddeus Stevens, who defended the law when it was threatened with repeal.

Superintendent Ade, who is a member of the National Committee of the Horace Mann Centennial, emphasized that the 1937 anniversary of the Free School Law has added significance in that this year marks the One Hundredth Anniversary of the Election of Horace Mann as Secretary of the Massachusetts State Board of Education. It was in this capacity that the great New Englander made his fight for free education on a nation-wide scale and won for himself the title "Father of Free Public Schools in

America." The anniversary of this momentous event is being celebrated throughout the country during this year.

Referring to the participation of the pupils and teachers in this celebration, Doctor Ade intimated that the classrooms of the Commonwealth are the scene of appropriate exercises prepared and carried out to honor the founders of free education in Pennsylvania, and to celebrate the development of our public school system to its present proficiency. This observance is an occasion for patrons and citizens to take stock of the educational progress of their respective communities, and for the pupils, teachers, and educational leaders to disseminate information relating to public education—the most precious endowment which the State can bestow upon its children. Through activities such as pageants and plays, discussions and demonstrations, reports and readings, poems and paintings, editorials and exhibitions, stories and study, the history and service of our public schools during the past century may be properly appraised and appreciated.

The observance of Free School Day is an effective means whereby the principle of free education may be perpetuated and its necessity to successful self-government properly understood, concluded Doctor Ade.

## AMERICAN EDUCATION WEEK

1937

NOVEMBER 7-13

The American Education Week program for 1937 is built around two special observances of nation-wide interest and certain educational issues of vital concern at the present time. This special week which has been celebrated for more than a score of years under the sponsorship of the National Educational Association, the American Legion, and the United States Office of Education is expected to be the final and most significant occasion of the Horace Mann Centennial. As indicated below, one day is given over especially to this celebration. The topic, "Schools and the Constitution," is timely because the Constitutional Sesqui-centennial will be in progress at that time and because of intense public interest in constitutional issues. Following are the seven special phases of the general theme, EDUCATION AND OUR NATIONAL LIFE, which has been adopted for the seven day celebration this year:

Sunday, November 7

CAN WE EDUCATE FOR PEACE?

Monday, November 8

BUYING EDUCATIONAL SERVICE

Tuesday, November 9

THE HORACE MANN CENTENNIAL

Wednesday, November 10

OUR AMERICAN YOUTH PROBLEM

Thursday, November 11

SCHOOLS AND THE CONSTITUTION

Friday, November 12

SCHOOL OPEN HOUSE DAY

Saturday, November 13

LIFE LONG LEARNING

## Horace Mann's Achievements Acclaimed on Anniversary

### Doctor Ade Accords "Father of Public Schools" a Place Among National Heroes

### May 4 Birth Anniversary of New England Leader

This year, says Dr. Lester K. Ade, who is a member of the National Committee on the nation-wide celebration of the event, America is celebrating the 100th Anniversary of Horace Mann's appointment as Secretary of the Massachusetts Board of Education. It was in this capacity that this famed educator whose birthday occurs on May 4, found opportunity to lay the foundation of the American public school system to which he contributed more than any other individual.

Referring to public education at the time Horace Mann lived, Doctor Ade said that 100 years ago the Massachusetts public schools, although almost two centuries old, were in a deplorable backward stage. A large percentage of the children had no educational opportunities whatever. In those dismal circumstances the new Secretary of the Board of Education began his work. With little authority and less encouragement, he set about raising money, addressing the people individually and in assembly, holding meetings to promote the cause of free and universal education in America.

It was Horace Mann, stated Superintendent Ade, who established the first normal school in the United States. He also set up a minimum school year of six months, which at that time constituted a definite advance in the interest of free public schools. The ten year period following Horace Mann's appointment, the Commonwealth spent approximately \$2,000,000 on school buildings and equipment. The State also established a half hundred new public secondary schools.

Gradually, the influence of Horace Mann, especially through his stimulating annual reports, spread to other states of the Union. As late as 1830, only three states in America supported free elementary schools. In less than twenty years later when the Massachusetts secretary had concluded his term of service to return to his career as a statesman, the public school movement was making lively progress throughout the country, and Horace Mann's reputation as "Father of the American Public Schools" was established.

Any revision of the curriculum should be gradual rather than abrupt or wholesale. A complete reorganization on a project basis is a desirable ideal toward which to work, but the transition to this can be made successfully only by a growth that is deliberate and sure.

—DR. LESTER K. ADE



# FREE SCHOOL DAY

(April 7, 1937)

## PROCLAMATION

Since their establishment one hundred and three years ago, free public schools in Pennsylvania have risen to a place of first importance among the functions of our democracy. Deeply rooted in our system of self-government, the schools, more than any other public service, have determined the pace of progress. No institution has a more serious responsibility in the promotion of the general welfare, for they are not only our prime agency for preserving the cherished heritage of our generation, but our strongest stimulus for every worthy social development.

A democracy without public schools is unthinkable for self-government demands that every citizen shall be prepared to exercise with intelligence and integrity the responsibility of citizenship. Born of the deepest desires of the people, the schools constitute the basic instrument of our economic development, the orderliness of our government, the safety of our life and property, the preparation of our leaders, and the numerous imponderable values that are indispensable to the success of the modern State.

Our State has been fortunate in having among its Founding Fathers, educational statesmen of vision and courage to strive for the attainment of high cultural objectives. A century and a half before the inception of free public schools in Pennsylvania, William Penn, the "Father of the Commonwealth," was advocating education "to the end that poor as well as rich may be instructed in good and commendable learning." His efforts were carried on through the intervening generations by a succeeding Governor of Pennsylvania, George Wolfe, the "Father of Free Public Schools" in the State. He in turn was staunchly supported by Samuel Breck, proverbial patriot, who assumed the responsibility of drawing up the Free School Act of 1834, and Thaddeus Stevens, champion and defender of the Free School Law during its most critical trial in 1835. These, and other pioneer educational leaders, seeing that ignorance would becloud the bright vista of a glorious destiny for the Commonwealth, fought with courage and determination for the principle of free and universal education.

A century of building has proved the wisdom of these early leaders, for our self-government has stood and prospered by the loyalty and intelligence of an electorate tempered by public education. Through the efforts of these men free schools were born, and should be continuously reborn in the hearts of our citizens.

From small beginnings the public schools of Pennsylvania have grown to such proportions that today they comprise every social, civic, and industrial interest of our people. The successful establishment and development of free schools, one of the first tasks our people have undertaken co-operatively, give clear evidence of the possibilities of democratic government. The educational program of our present public school system reaches not only all age levels, but practically every important need of our future citizens. During the past half century our secondary schools have doubled in their enrolments each decade so that today more than two and one half million children and youth are in attendance in public schools under the instruction of more than 60,000 teachers. So widespread and fundamental are the services of the public schools that our modern communities are coming to be judged by the schools they keep.

Now, THEREFORE, I George H. Earle, Governor of the Commonwealth, in accordance with the spirit and provisions of the Act of June 5, 1935, P. L. 275, and with the firm conviction of the importance of the same, do hereby designate and proclaim Wednesday, April 7, as Free School Day for 1937, and call upon the public schools of this Commonwealth to observe by appropriate exercises this important anniversary. Through these activities—discussions, pageants, reports, and exhibits—our children, youth, and adults may honor these forefathers who championed the cause of free education, appraise the progress of our public schools, enhance the appreciation of school services, and give thoughtful attention to the needs and aims of these institutions, to the end that public education in Pennsylvania may not only keep pace with changing needs, but may point the way to the consistent and steady improvement of the social, civic, and industrial life of our Commonwealth.

GEORGE H. EARLE

*Governor of the Commonwealth of Pennsylvania*

## SCHOOLS SEE SAFETY MOVIES

The Governor's Highway Safety Council has financed two motion pictures dealing with safety education. They possess definite educational values and are being shown throughout the State without cost to schools or audiences.

1. "Play Safe" is an eighteen minute picture for elementary schools.
2. "Obey the Rules" is a twenty minute picture for secondary schools and adults.

# NYA AND PUBLIC SCHOOLS UNITE TO SERVE YOUTH

## Administration, Organization, and Content of Program Outlined

To Advance from One-Third to Full-Time Employment

## COMMUNITY AGENCIES COOPERATE

In line with the policy to develop employment preparation for NYA youth during leisure time through the use of public school facilities, several of the larger communities of the Commonwealth have made a substantial start. The possibilities for such preparation in all communities of Pennsylvania are now being studied and explored.

Experience during the last several months has demonstrated that public school districts are willing to cooperate in providing these practical opportunities for youth in their communities. The responsibility for developing employment rests primarily upon the county project head and district supervisor. There must, however, be an organized approach to this service program through public school cooperation. Emphasis is placed on full-time employment as a major aim for each youth. The methods outlined here apply to both urban and rural areas, and educational and vocational opportunities for both girls and boys. Developmental activities as far as possible are based on local conditions where a group of youth exists. These activities are limited only by the availability of facilities and employment possibilities within the reach of the group.

The county project head is responsible for determining needs for the employment education of NYA youth during two-thirds time and for all arrangements in connection with local services to meet these needs. He also formulates a definite plan and organizes a follow-up service for youth who are availing themselves of these opportunities. All available personnel are utilized by the project head in promoting the service.

The occupational opportunities during the two-third time program are generally limited to semi-skilled work, preparation for employment as apprentices in skilled work, and preparation in family homemaking activities. Activities in specific occupational skills should not be attempted unless the individual shows evidence of qualities necessary for this type of work. However, all groups should have access to preparation for recreational activities, hobby interests, civic, social, and home life.

Candidates presenting themselves for the NYA program are checked in order to assure them the best type of opportunity for their individual needs. Accordingly, these indicate several choices of occupation, each one of which is checked against the qualification of the individual such as educational, occupational, special interests, and aptitudes. Moreover, the school record of the individual is consulted, his "I. Q." verified, his previous occupational experience noted, his avocational and social experience studied, and the training level he has attained in the chosen occupation discovered.

One of the major aims of the NYA program is to develop a full-time occupation for the individuals enrolled. This is to be achieved by the cooperation of Chambers of Commerce, manufacturers' associations, merchants' associations, public and private employers, central labor organizations, etc. Further efforts in this direction shall be

(Continued on page 16, col. 1)



## MASSACHUSETTS INSTITUTE OF TECHNOLOGY OFFERS SCHOLARSHIPS

Two Gratuities Available in Health Education

JAMES G. PENTZ

Chief Division of Pre-Professional Credentials

A full tuition scholarship of \$500 is available for 1937-1938 in the field of health education at Massachusetts Institute of Technology, in the Department of Biology and Public Health. This scholarship covers the full scholastic year, beginning in September and closing in June. It is available for women only. It will be awarded in June, 1937 and applications should be received not later than May 15. All those who are interested in this scholarship are invited to write to the Child Health Education Service of the National Tuberculosis Association, 50 West 50th Street, New York City, for application blanks.

A similar scholarship at the Massachusetts Institute of Technology is available to nurses through the National Organization for Public Health Nursing. Nurses who are interested are invited to write to that organization, 50 West 50th Street, New York, for particulars.

## SUGGESTIONS TO SENIORS

1. Begin Where You Are
2. Make A Plan
3. Keep Yourself Fit
4. Develop Your Skills
5. Attach Importance to the Family
6. Make Worthy Friends
7. Earn Your Own Way
8. Be Loyal to Your Country
9. Enjoy Your Life
10. Hold Fast to Your Ideals
11. Make Your Influence Count
12. Keep on Learning

—J. E. Morgan

## NYA PUBLIC SCHOOLS UNITE TO SERVE YOUTH

(Concluded from page 15, col. 3)

made by contacting local employment officers and informing candidates of positions opening and by giving the candidates letters of recommendation, statements of their experience, their favorable personality traits, and their special preparation in education as observed during their NYA connection.

In assigning students to classes under the NYA program their occupational desires, present employment, and special aptitudes should be noted.

Among the community agencies that are cooperating in this enterprise are county and community councils, service clubs of the community, Parent-Teacher Associations, Y. M. C. A., Y. W. C. A., and Y. M. H. A., and certain employers' organizations, labor organizations, and local employment offices as well.

Further information on this project may be secured by addressing W. P. Loomis, National Youth Administration for Pennsylvania, 219 South Front Street, Harrisburg, Pennsylvania.

## SCHOOLS TO OBSERVE GOODWILL DAY

World a Neighborhood of Nations, Declares Superintendent Ade

Observance Set for May 18

Dr. Lester K. Ade, Superintendent of Public Instruction, referring to the forthcoming celebration of Goodwill Day on May 18, characterized the world as a neighborhood of nations, but intimated that international peace is an unsolved problem today. "Actually," Doctor Ade said, "we are living in an international world. Our civilization, which formerly was provincial is now universal. But despite the proximity of our national neighbors we have not learned to live together in international amity.

"There is today," declared Superintendent Ade, "a crisis in world development—a crisis in education, a crisis even in personal relationships; for we are realizing more and more that other peoples' interests are our own and that the principle of the 'Golden Rule' is the soundest law of human relations.

"A self-sufficient country is an impossibility today. The neighborhood of nations live in such physical proximity to each other and are related in such a multifarious manner that they constitute a world economic unit. Human needs overlap, capital and labor over-reach national boundaries, power for international needs is necessary, and access to resources of material is indispensable for mass production as it is carried on today. These economic relations lead to inter-nationalism. Hence, the masses must learn to live together or they will eventually destroy each other. With effective leadership to create order, there will be enough and to spare; but this objective cannot be achieved without confidence and the banishment of fear."

Because of the timely importance of promoting peace, Superintendent Ade urged all the schools in the Commonwealth to recognize this anniversary of World Goodwill Day, on May 18. He intimated that schools which close before May 18 may choose an earlier date for their Goodwill program. The most practical programs, Doctor Ade stated, are those created and carried out by the pupils and teachers themselves in the classrooms. These exercises may be developed as a class project, an assembly program, a club activity, or other group exercise.

Doctor Ade stated that not a single nation has expressed any objection to the plan of observing Goodwill Day in the schools. Since the beginning of the observance, the custom of this celebration has grown so that today it reaches in one way or another, almost every child in the Commonwealth.

## PRE-PROFESSIONAL EXAMINATIONS

The pre-professional examinations which heretofore have been given each August at the State Teachers Colleges, will this year be given at each County Seat in the State instead. This change in place for holding the August series of pre-professional examinations will mean a considerable saving to many candidates who will be within easy reach of their homes and thus avoid the necessity of traveling and other expenses.

## "HEALTH PROTECTION FOR EVERY CHILD" MAY DAY GOAL

Vacation Days Hold Opportunities For Wholesome Recreation of Children

Organizations Cooperate In Widespread Program

Under the promising banner of "Health Protection for Every Child" the public schools of Pennsylvania are joining hands with various State and local organizations in the promotion, on May first, of National Child Health and May Day. In the interest of developing a widespread program of wholesome health activities for all the children of the State, educational and lay-leaders are actively engaged in planning exercises appropriate to the celebration.

This annual event assumes a double significance because it marks the celebration of both National Child Health Day and May Day. Coming in the middle of spring when the weather permits free play and when children are happy with the thoughts of vacation pleasures, the observance of this double anniversary affords an opportunity for those interested in the welfare of children to make a lasting contribution to the cause by providing the best recreational opportunities for the greatest number of children.

Among the agencies participating in the event, which is sponsored by the Child Welfare League of America under the auspices of the United Children's Bureau, are such organizations as Children and Family Welfare Agencies, Health and Medical Groups, Local, State and National Health Departments, the American Legion, Fraternal Organizations, Housing Commissions, Junior Leagues, Junior Federation of Women Clubs, National Safety Council, Visiting Nurses and Teachers, Parent-Teacher Associations, and similar agencies.

An important feature of the annual May Day is the conducting of outdoor exercises in the hundreds of local communities throughout the State. These local programs sponsored by the public schools in cooperation with the civic organizations of the towns, usually include large group movements in music, dramatics, games, and dancing. Frequently the traditional May Day is a central attraction.

## Education Congress for 1937

The Committee composed of educational leaders throughout the State that was appointed by Dr. Lester K. Ade, Superintendent of Public Instruction, to make arrangements for the Annual Education Congress, has announced that this meeting will be held in Harrisburg on Wednesday and Thursday, September 22 and 23, 1937.

The Committee, under the Chairmanship of Dr. Gerald D. Whitney, Deputy Superintendent of Public Instruction, is now at work surveying the State in order to determine the problems to be considered by the Congress when it convenes next September.



## INSPIRING INSCRIPTIONS ADORN SCHOOLS

(Concluded from page 1, col. 2)

- |    |  |                 |
|----|--|-----------------|
| 19 | A good book is the precious lifeblood of a master spirit (Milton)  | Erie            |
| 20 | Glory is the Shadow of Virtue (Cicero)   | Uniontown       |
| 21 | Our only Greatness is that we aspire   | Lansdowne       |
| 22 | He conquers who Endures  | Lebanon         |
| 23 | Wisdom is only found in truth  |                 |
| 24 | The great event—parent of all others—is it not the arrival of a thinker in the world   | Kingston        |
| 25 | To teach the art of living well (Seneca)   | Lewistown       |
| 26 | Knowledge costs more than money can buy  | Springfield     |
| 27 | A complete and generous education fits a man to perform justly, skillfully and magnanimously all the offices, both public and private, of peace and war (Milton) | Bangor          |
| 28 | Knowledge is God's greatest gift to mankind  | Oil City        |
| 29 | Gladly to learn, wisely to live (Chaucer)  | Philadelphia    |
| 30 | Whoso neglects learning in his youth loses the past and is dead for the future (Euripides)   | Warren          |
| 31 | There are no boundaries in the world of thought  | Donora          |
| 32 | Vincit Qui Se Vincit   | East Berlin     |
| 33 | Truth for Authority  | Lehighton       |
| 34 | There is a tide in the affairs of men, which, taken at the flood, leads on to fortune (Shakespeare)  | West Chester    |
| 35 | Live to Learn and Learn to Live (Taylor)   | Coatesville     |
| 36 | Knowledge is the Key to Wisdom   | Erie            |
| 37 | Knowledge in Youth is wisdom in age  | Uniontown       |
| 38 | Honor a good book, it is thy best friend   |                 |
| 39 | Physically fit, mentally sound, morally clean (J. Cutten)  | West Pittston   |
| 40 | Behold I show you an open door which none shall shut   | West Pittston   |
| 41 | The Human Creature needs first of all to be educated, not that he may speak but that he may have something weighty and valuable to say (Carlyle)                 | Williamsport    |
| 42 | A complete and generous education fits a man to perform skillfully and magnanimously all the offices both public and private of peace and war (Milton)           |                 |
| 43 | Enter to Learn—go forth to serve   | Lower Merion    |
| 44 | The world stands aside for the boy or girl who knows (Jordan)  | Cheltenham      |
| 45 | Citizenship, home membership, and vocational competence  | Cheltenham      |
| 46 | Preparation for science and satisfaction (N.E.A.)  | Cheltenham      |
| 47 | Guided Exploration in knowledge and skill (N.E.A.)   | Cheltenham      |
| 48 | Health, ethical character, worthy use of leisure time (N.E.A.)   | Philadelphia    |
| 49 | We learn by experience   | Clifton Heights |
| 50 | The secret of education lies in respecting the child (Emerson)   |                 |
| 51 | We fortify with schools  | Warren          |
| 52 | There remains much to be wrought in words and stones   | Erie            |
| 53 | Labor is Man's Greatest Function (Dewey)   |                 |

## C. HISTORICAL AND PATRIOTIC QUOTATIONS

- | Number | Inscription   | District        |
|--------|---|-----------------|
| 54     | It makes a difference to all eternity whether we do right or wrong today (Clark)  | Mt. Lebanon     |
| 55     | I do not think much of a man who is not wiser today than he was yesterday (Lincoln)   | Mt. Lebanon     |
| 56     | The character of the people—the character into which the children are growing—determine the life or death of a nation (Root)                        | Reading         |
| 57     | Next in importance to freedom and justice is popular education, without which neither freedom, nor justice can be permanently maintained (Garfield) | Reading         |
| 58     | Equal rights for all—special privileges for none (Jefferson)  | Clifton Heights |
| 59     | Character Surpasseth Intelligence   | Erie            |
| 60     | Government of the people, by the people, for the people shall not perish from the earth (Lincoln)   | Erie            |
| 61     | Our true wisdom is in our ideals (Wilson)   | Erie            |
| 62     | Practical judgments shift from age to age, but principles abide (Wilson)  | Erie            |
| 63     | America is the Hope of the World (Emerson)  | Erie            |
| 64     | Education is the defense of nations (Emerson)   | Erie            |
| 65     | Aggressive fighting for the right is the noblest sport the world affords (T. Roosevelt)   | Erie            |
| 66     | Promote then, as an object of primary importance, institutions for the general diffusion of knowledge (Washington)                                  | New Castle      |
| 67     | That the government of the people, by the people, for the people, shall not perish from the earth (Lincoln)   | Kingston        |
| 68     | The foundation of every state is the education of its youth (Diogenes)  | Philadelphia    |
| 69     | The aggregate happiness of Society is or ought to be, the end of all government (Washington)  | Donora          |

## TENURE PRINCIPLES

## N.E.A. Committee Formulates Practical Guide for Educators and Legislators

The efficiency and quality of a school system is determined not so much by the size and costliness of its buildings and equipment as by the efficiency, morale, and freedom of its classroom teachers. The chief function of the school boards should be to create favorable teaching conditions in the classroom by providing living salaries, by protecting teachers from injustice and unnecessary restrictions and annoyances, and by freeing them from fear and intimidation, to the end that the teachers may devote themselves fully to the task of understanding, training, and inspiring the children in their charge.

A recent report of the Committee on Tenure of the National Education Association presents twelve principles pertaining to the framing and operation of tenure legislation. These principles are of value as guides to teachers associations in campaigns for better security for teachers, and as an aid in drafting tenure legislation.

1. Tenure laws should be devised and administered in the interest of better instruction for children.
2. Tenure laws should be accompanied by proper legal regulations governing training, certification, remuneration, and the retirement allowances.
3. Tenure laws should be devised and administered as a stimulus to better preparation and more efficient service on the part of teachers.
4. Indefinite tenure should be granted only upon evidence of satisfactory preliminary training, successful experience, and professional growth.
5. Indefinite tenure should be provided after successful experience during a probationary period of adequate length, usually two or three years.
6. The right of dismissal should be in the hands of the appointing board.
7. Laws for establishing indefinite tenure should provide for the easy dismissal of unsatisfactory or incompetent teachers for clearly demonstrable causes, such as misconduct, incompetence, evident unfitness for teaching, persistent violation or refusal to obey laws, insubordination, neglect of duty, or malfeasance.
8. The proposed dismissal of a teacher on account of incompetence or neglect of duty should be preceded by a warning and specific statement in writing of defects.
9. In case of proposed dismissal, teachers should be granted right of hearing.
10. Teachers who do not desire to remain in their positions should give reasonable notice in writing of their intention.
11. Suitable provision should be made for teachers already in service when putting tenure laws into operation.
12. Indefinite tenure should be accorded to all classes of certified school employees on status of teacher, at least.

Since experiences differ much in the amount of desirable differences they make, those which make the relatively most valuable changes should be chosen for the curriculum.

—DR. LESTER K. ADE



## TWO NATIONAL TEACHERS' RETIREMENT COUNCILS MERGE

### Tribute Paid Pennsylvania System

H. H. BAISH

*Secretary School Employes' Retirement System*

At the annual meeting of the National Council of Teachers' Retirement Systems recently held in New Orleans, it was decided to unite the National Education Association Committee on Retirement Allowances with the National Council of Teachers' Retirement Systems, the new organization to be known as the National Council on Teacher Retirement of the National Education Association. This action was taken upon the recommendation of the Executive Committee of the National Education Association and the Executive Committee of the National Council of Teachers' Retirement Systems.

This new National Council on Teacher Retirement will consist of the Board members and the staffs of State and Local Teachers' Retirement Systems and twenty-five active members of the National Education Association, appointed for one year by the incoming National Education Association President.

The new National Council on Teacher Retirement paid a tribute to the Pennsylvania School Employes' Retirement System by unanimously electing as its first Chairman, Dr. T. T. Allen, President of the State Teachers College at East Stroudsburg, and for the past eight years a member of the Pennsylvania Employes' Retirement Board.

## EDUCATIONAL ABSTRACTS

A new periodical for school people entitled "Educational Abstracts," which is now in its third issue, is proving to be of much value to those members of the profession whose work brings them into contact with all phases of education. The editors of the new organ select from practically all substantial educational periodicals such articles as are of timely interest and importance, and after summarizing the essential information in them, publish the summary in a compact magazine of some eighty pages, eight by ten inches in size. The current number carries almost three hundred such summaries dealing with administration, adult education, child development, commercial education, curriculum, education of exceptional children, educational psychology, elementary education, fine arts and music, guidance and personnel, higher education, language arts, library work, mental hygiene, Negro education, philosophy of education, grade school and primary education, religious education, rural education, test and measurements, and vocational and industrial education.

## 90,000 ATTEND COLLEGE IN PENNSYLVANIA

Accredited Institutions Enroll Vast Army of Ambitious Youth and Adults

NEARLY 10,000 ANTICIPATE TEACHING CAREERS

Of America's 1,000,000 college students, more than 90,000 or about eleven per cent, are enrolled in some seventy accredited institutions of learning in Pennsylvania. Approximately 80,000 of these students are pursuing work at the accredited liberal arts colleges, and 10,000 at the State Teachers Colleges. Of the 80,000 in the former institutions almost 50,000 are full-time students while some 30,000 are part-time enrollees. Likewise, 8,000 of these enrolled in the teacher education institutions are full-

time, while almost 2,000 are part-time extension, or studio students.

It is estimated that there are approximately 3,000 Pennsylvanians attending colleges outside the home State; and conversely, there are thousands of youth and adults from other states enrolled in Pennsylvania institutions of higher learning.

The following compilation presents the enrolment figures for Pennsylvania's 56 accredited colleges and universities and the State Teachers Colleges for the year 1936-1937:

### LIBERAL ARTS COLLEGES

Name of Institution	Address	Full-Time	Part-Time
Albright College	Reading	402	105
Allegheny College	Meadville	645	—
Beaver College	Jenkintown	629	39
Bryn Mawr College	Bryn Mawr	473	52
Bucknell University	Lewisburg	1205	223
Carnegie Institute	Pittsburgh	2189	3545
Cedar Crest College	Allentown	210	4
College Misericordia	Dallas	236	92
Dickinson College	Carlisle	566	3
Drexel Institute	Philadelphia	1510	58
Dropsie College	Philadelphia	51	—
Duquesne University	Pittsburgh	1249	1492
Elizabethtown College	Elizabethtown	175	44
Franklin and Marshall College	Lancaster	775	0
Geneva College	Beaver Falls	450	321
Gettysburg College	Gettysburg	634	4
Grove City College	Grove City	842	8
Haverford College	Haverford	329	0
Immaculata College	Immaculata	243	—
Juniata College	Huntingdon	458	88
Lafayette College	Easton	883	—
LaSalle College	Philadelphia	361	76
Lebanon Valley College	Anville	394	166
Lehigh University	Bethlehem	1610	—
Lincoln University	Lincoln University	273	1
Marywood College	Scranton	435	226
Mercyhurst College	Erie	184	14
Moore Institute of Art, Science and Industry	Philadelphia	235	116
Moravian College and Theological Seminary	Bethlehem	155	—
Moravian College for Women	Bethlehem	161	14
Mount Mercy College	Pittsburgh	204	145
Mount Saint Joseph College	Philadelphia	265	217
Muhlenberg College	Allentown	436	468
Pennsylvania College for Women	Pittsburgh	281	70
Pennsylvania Military College	Chester	144	—
Pennsylvania State College	State College	5322	2025
Philadelphia College of Pharmacy	Philadelphia	371	30
Rosemont College	Rosemont	222	2
Seton Hill College	Greensburg	312	33
St. Francis College	Loretto	182	—
St. Joseph's College	Philadelphia	453	—
St. Thomas College	Scranton	545	386
St. Vincent College	Latrobe	385	109
Susquehanna University	Selinsgrove	282	28
Swarthmore College	Swarthmore	700	—
Temple University	Philadelphia	5816	4248
Thiel College	Greenville	252	5
University of Pennsylvania	Philadelphia	6507	9148
University of Pittsburgh	Pittsburgh	4979	( 1934
			( 3245 Evening
Ursinus College	Collegeville	505	—
Villa Maria College	Erie	148	143
Villanova College	Villanova	804	1264
Washington and Jefferson College	Washington	481	71
Waynesburg	Waynesburg	383	9
Westminster College	New Wilmington	530	19
Wilson College	Chambersburg	412	6

Total.....48,883 30,451

(Continued on page 9, column 2)



## Education — A Function of Democracy

The public education program is becoming more and more closely related to actual living. In many points the program touches the practical principles inherent in a democratic society. While it is true that educational objectives must adapt themselves to a continuously evolving civilization, yet at any point in that evolution it is possible to state in more or less definite terms specific objectives that satisfy the essential elements of the good life. At present these essential elements might include the following: a favorable heredity, sound emotional and mental adjustments, sound physical health, economic security and comfort, opportunity to succeed, social approval, aesthetic interests, experiences of love and tenderness, adventure or new experiences, experience in sharing the social arrangements that affect one, stable loyalties or objects of allegiance.

If the public education program of Pennsylvania is to adapt its function to meet the requirements of modern life it must recognize these essential elements of the good life in a democratic society.

## A SELF-SUSTAINING SOCIETY

### Fathers of Penn State Students Represent Every Essential Occupation

#### Distributive Trades Lead

If brought together into one community, fathers of students at the Pennsylvania State College could perform virtually every task necessary to supply the needs of their neighbors.

A file of student statistics shows that the largest percentage of fathers is engaged in the distributive trades, such as merchandising and selling, but that occupations range from labor through every department of modern industry and the professions.

The file discloses that 753 fathers are engaged in selling, either as merchants or salesmen; 460 are in agriculture, 368 are engineers, 220 teachers, 206 railroad employes, 156 miners, 106 doctors and pharmacists, 76 bankers, 54 lawyers, and 49 ministers. Several hundred varied occupations also are included.

2,794,000 pupils are transported to school in 77,000 vehicles at an average cost of \$20 per pupil per year.

## 500 DISABLED MADE EMPLOYABLE THROUGH VOCATIONAL EDUCATION PROGRAM

### Departments of Public Instruction and Labor and Industry Cooperate in Rehabilitation of Handicapped Youth and Adults

Vocational Rehabilitation in Pennsylvania is a service provided to the employable disabled through the joint cooperation of the Department of Public Instruction and the Department of Labor and Industry, it was announced today.

Through this service five hundred and forty persons were rehabilitated last year, that is, prepared for and placed in permanent employment commensurate with their abilities. This was an increase of eighty-four or 15 per cent over the previous year. Besides those placed in permanent positions, temporary employment was obtained for two hundred and eight. About one hundred and fifty of the group were trained in public and private institutions and industrial establishments for specific occupations. Appliances were provided for two hundred and seventy-three in order to enable them to enter training or become fitted for suitable employment. Through cooperation with hospitals, clinics, and other agencies, physical restoration was provided for eighteen. In addition, placement in employment consistent with their abilities and handicaps, was provided for one hundred and twenty-eight. The average wage of those employed before registering with the bureau was \$14.53, and after being rehabilitated \$18.44.

Besides the service provided to those who were rehabilitated or placed in temporary employment during the year, three hundred and nineteen other persons were trained, and two hundred and thirty-one provided with artificial appliances. These clients are being placed in permanent employment as rapidly as suitable positions can be obtained for them and they complete their training.

Two thousand seven hundred and thirty persons were registered, and in addition there were one thousand two hundred and twenty-three on the unregistered rolls. Two hundred seventy-eight of these cases were being trained for employment, two hundred thirty-nine undergoing physical restoration including the provision of artificial appliances, and six hundred ninety-one were awaiting placement. One hundred ninety-nine were in employment and being followed up to assure the permanency of their positions.

A survey was made during the year of the cases rehabilitated the previous year. Of the four hundred and fifty-six persons placed in permanent employment, three hundred ninety-four or 88 per cent were still employed, and three hundred and forty-one of these at the same employment in which they were rehabilitated. According to the report for the country, Pennsylvania has an excellent record for the permanency of the positions in which its handicapped people are placed. Two hundred and twenty of this group or 49 per cent were receiving the same wage. One hundred and thirty-four, an increase, and only forty or 9 per cent less money than when they were rehabilitated.

## SCHOOL BUSINESS CALENDAR FOR SCHOOL OFFICIALS

DUE	SUBJECT OF REPORT	SECTIONS OF LAW	FORM NUMBER OF REPORT
15 days after close term	Annual School Budget	563	PIBB-32
June 1	Supervisors of Agriculture—Annual Report	3401	Mimeographed
June 1	Settlement with Tax Collector	559	
June 1	Future Farmers of America Annual Report		Mimeographed
June 1	Report on Former Pupils of Agriculture		Mimeographed
June 15	Members of School Board	317	PIBB-20
June 30	Employment Certificate Report	317	PICA-45
June 30	Annual Perfect Attendance Report		Mimeographed
June 30	Annual Summary Attendance Report (fifteen days after close of school term)	2904	PICA-10-13
15 days after close term	Attendance Report (for last month of year)	2904	PICA-7-9
At close of term	Data Relative to Children Assigned by Court	1402	PICA-51
At close of term	Data Relative to Institutional Children	1412	PICA-50
July 1	Application for Appropriation for Transportation	317	PIBB-12
July 1	Application for Appropriation for H. S. Tuition		PIBB-14
July 3	Report of Firms Employing Minors		PICA-46
July 5	School Year Begins		
July 10	Vocational Home Economics Schools Annual	3401	PIVE-15
July 5	Duplicate and Warrant to Tax Collector	546	
July 10	Rural Community Vocational Schools and Departments of Vocational Agriculture—Annual Affidavit	3401	PIVE-15
July 10	Vocational Industrial Schools—Annual Report	3405	
July 10	Vocational Industrial Report—Classes for Employed Persons—Affidavit	3405	PIVE-11
July 15	Data for Pennsylvania Educational Directory	2904	
During July	Contracts for Transportation of School Children	1406	PIBB-19
During July	Auditors' Report (at close of audit)	2620	AD-21



## INTERNATIONAL FRIENDSHIP

### New Materials Available for Celebration of Goodwill Day

MAY 18, 1937

Among the new materials that have been developed for use in the observance of Goodwill Day, May 18, are the following:

1. Suggested program outlines which contain material featuring peace and international friendship.
2. Foreign travel posters which have been designed to promote acquaintances with other nations and their cultural resources.

These may be procured by addressing the Women's International League for Peace and Freedom, 1924 Chestnut Street, Philadelphia, Pennsylvania.

## BASIC UNDERSTANDINGS AS OBJECTIVES OF EDUCATION

One of the primary functions of public education is to give the learner an educational equipment that will enable him to master his environment and convert its resources to worthy ends. In order that an individual may gain the powers necessary to achieve this purpose he must derive from his education certain obvious and essential understandings. Among them are the following: an understanding of the interdependence of all forms of life; an understanding of the necessity of man's adaptation to changing conditions; the understanding of man's increasing control of nature; the understanding of the influence of nature upon the development of plants, animals, and civilizations; the understanding of the orderliness and balance of the universe; an understanding of how modern science has transformed modern ways of thinking and living; an understanding of man's increasing control of his social environment; an understanding of the relation of the social heritage to man's development; an understanding of democracy as a way of living together; an understanding of the ways in which peoples are endeavoring to reorganize their social, political, and economic institutions in order to promote the general welfare; a realistic understanding of the operation of economic factors; an understanding of the operations of modern industrial enterprises; the understanding of the necessity and values of recreation; the understanding of the functions of family life; the understanding of the relation of health to human betterment; the understanding of those factors essential to the wise choice of a vocation; and an understanding of the functions of religion in the life of a people.

## ANTICIPATING ANNIVERSARIES

### MAY

- 1 May and Child Health Day.
- 2 Music Week.
- 4 John James Audubon, 1780-1851  
Naturalist and artist.
- 4 Horace Mann, 1796-1859  
Educational reformer, lawyer,  
founder of normal school.  
Elected to the Hall of Fame in 1900.
- 9 Mother's Day.
- 9 Children's Science Fair (7 days)
- 12 Peace Week.
- 12 Hospital Day.
- 12 Florence Nightingale, 1820-1910  
English war nurse, founder of  
the modern nursing.
- 16 First Aid Week. (7 days)
- 16 Joan of Arc, 1412-1431  
French national heroine called  
"The Maid of Orleans."
- 18 World Goodwill Day.
- 19 Outdoor Cleanliness Day.
- 20 Stephen Girard, 1750-1831  
Enrolled among Pennsylvania's  
honored educators on the frieze  
of the Education Building, Har-  
risburg, Pa.
- 21 The American Association of the  
Red Cross founded in 1881.
- 23 Poetry Week.
- 23 James Buchanan Eads, 1820-1887  
Engineer, ship-builder.  
Elected to the Hall of Fame in 1920.
- 23 Poppy Week.
- 23 Edgar Fahs Smith, 1854-1928  
Enrolled among Pennsylvania's  
honored educators on the frieze  
of the Education Building, Har-  
risburg, Pa.
- 25 Ralph Waldo Emerson, 1803-1882  
Poet and essayist, Unitarian  
minister called "The Sage of  
Concord."  
Elected to the Hall of Fame in 1900.
- 28 Louis Agassiz, 1807-1873  
Zoologist, natural historian,  
teacher.  
Elected to the Hall of Fame in 1915.
- 29 Patrick Henry, 1736-1799  
Statesman, lawyer, general ora-  
tor.  
Elected to the Hall of Fame in 1920.
- 30 Memorial Day.
- 31 Walt Whitman, 1819-1892  
Journalist, poet, naturalist.  
Elected to the Hall of Fame in 1930.

### JULY

- 1 Horace Mann, accepted office as Secretary of the Massachusetts Board of Education, became father of the American Public Schools.

### 1938

- 76TH ANNIVERSARY of the Battle of Gettysburg.
- 300TH ANNIVERSARY of the first White settlement, (Swede) first courts of law, and the first Capitol within Pennsylvania.

## CALENDAR OF EDUCA- TIONAL MEETINGS

### MAY

3. National Forensic League, Jackson-  
ville, Ill. (four days)
3. American Association of Museums,  
New Orleans, La. (three days)
3. National Congress of Parents and  
Teachers, Richmond, Va. (five  
days)
7. Future Craftsmen Association of  
Pennsylvania, Hershey, Pa.  
(two days)
7. Pennsylvania Home Economics As-  
sociation, Pittsburgh, Pa. (two  
days)
7. Annual State Scholarship Exam-  
inations, County Seats of Penn-  
sylvania (one day)
7. American Council of Education,  
Washington, D. C.
9. National League of Nursing Edu-  
cation, Boston, Mass. (six days)
13. National University Extension As-  
sociation, St. Louis, Mo. (three  
days)
13. All-State Band, Coatesville, Pa.  
(three days)
17. National Recreation Congress, At-  
lantic City, N. J. (five days)
17. American Association for Adult  
Education (four days)
20. Regional Safety Conference for  
Northwestern Pennsylvania,  
Erie, Pa. (one day)
20. Pennsylvania Federation of Busi-  
ness and Professional Women's  
Clubs, Pittsburgh, Pa. (three  
days)
23. National Children's Home and Aid  
Association, Indianapolis, Ind.  
(three days)
24. National Conference of Juvenile  
Agencies, Indianapolis, Ind.  
(five days)
26. National Child Labor Committee,  
Indianapolis, Ind. (one day)

### JUNE

14. Fifth School of Family Relation-  
ships, State College, Pa.
21. American Home Economics Asso-  
ciation, Kansas City, Mo. (four  
days)
21. American Library Association,  
New York City (six days)
21. One Hundredth Meeting American  
Association for the Advance-  
ment of Science, Denver, Colo.  
(seven days)
24. American College Publicity Asso-  
ciation, Louisville, Ky. (three  
days)
27. National Education Association,  
Detroit, Mich. (five days)
28. National Graphic Arts Education  
Guild, Chicago, Ill. (four days)

### JULY

3. Boy Scouts of America, Washing-  
ton, D. C.
3. Institute for Social Progress, Wel-  
lesley, Mass.
18. National Federation of Business  
and Professional Women's Club,  
Atlantic City, N. J. (seven days)
27. Annual Superintendents Confer-  
ence, State College, Pa. (three  
days)